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ABSTRACT

The purpose of this practicum was to develop a bilingual management system to enable bilingual teachers to monitor individual students' performance in the bilingual program. This required: (1) revising the kindergarten thru sixth grade student performance objectives; (2) developing kindergarten thru sixth grade criterion-referenced tests and mastery tests in English, Spanish and/or Portuguese for language arts-reading, mathematics, second language acquisition and multicultural social studies; and (3) developing student answer sheets and individual and class profiles. The present volume contains appendices one through five: Kindergarten through sixth grade student performance objectives, criterion-referenced tests for reading in English, Spanish, and Portuguese, and a criterion-referenced test for math skills in English. (Author/CLK)

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ED139283

Revision Development and Implementation of a Bilingual Evaluation Management System, Volume II.

by Ronald L. Sousa

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Appendix I

NATIONAL INSERTABLE-TAB INDEXES ENABLE YOU TO MAKE YOUR OWN SUBJECT ARRANGEMENT, USING PLAIN INSERTS ON WHICH TO WRITE YOUR OWN CAPTIONS

The Beaded edge on tab makes it easy to insert captions

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APPENDIX I

Kindergarten thru Sixth Grade
Student Performance Objectives

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BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: LANGUAGE ARTS - READING READINESS

B. DOMINANT) LANGUAGE):
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL):
☒ Kindergarten
☐ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO IMPROVE EACH PARTICIPANT'S LANGUAGE ARTS SKILLS IN HIS DOMINANT LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

R 0.101 Given a series of three oral directions, the student will be able to follow these directions in the proper sequence.

R 0.102 Given three oral words, the student will be able to repeat the series orally.

R 0.103 After listening to a story, the student will be able to retell it.

R 0.104 Given a word, the student will be able to supply another word with the same beginning consonant sound.

Level 2

R 0.205 After listening to a story, the student will be able to retell it in sequence.

R 0.206 Given a card on which a square, rectangle, triangle, or circle appears, the student will be able to reproduce its likeness.

R 0.207 Given a pattern, the student will be able to complete the pattern in a left-to-right progression.

R 0.208 Given a picture of an object, the student will be able to match it to another that begins with the same sound.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: LANGUAGE ARTS - READING

B. DOMINANT) LANGUAGE) :
■ Spanish
■ Portuguese
■ English

C. GRADE) LEVEL) :
☐ Kindergarten
I ☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP EACH PARTICIPANT'S LANGUAGE ARTS SKILLS IN HIS DOMINANT LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

R 1.101 Given a pair of words orally, the student will be able to orally state whether the words in that pair begin with the same or different vowel sound.

R 102EP Given a picture, the student will be able to identify another picture of an object, the name of which rhymes with it.

R 1.103 Given an oral word and one of its consonant sounds, the student will be able to orally identify the position of that consonant sound within the word.

Level 2

R 1.204E Given a one-syllable word having a vowel in the medial position, the student will be able to pronounce the word.

R 1.205 Given a familiar word, the student will make a new word by substituting the initial consonants.

R 1.206 Given a picture with a list of simple sentences, the student will be able to select the sentence which best describes the illustration.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: LANGUAGE ARTS - READING

B. DOMINANT) LANGUAGE) :
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL) :
☐ Kindergarten
II ☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP EACH PARTICIPANT'S LANGUAGE ARTS SKILLS IN HIS DOMINANT LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

R 2.101EP Given a word orally and a list of blends, the student will be able to identify which blend is contained in the word.

R 2.102 Given a sentence with a key word missing, the student will be able to supply the missing word by using the context of the sentence.

R 2.103 Given a familiar word in which an ending has been added to the root, the student will be able to identify the root word.

R 2.104E Given a list of familiar words, the student will be able to identify the inflectional endings: s, es, ed, ing, y, 's.

R 2.105EP Given a singular noun whose plural is formed by adding s or es, the student will be able to add the correct ending to form its plural.

Level 2

R 2.206EP Given an oral word which either begins or ends with a consonant digraph, the student will be able to write the digraph he hears.

R 2.207 Given pairs of words, the student will be able to identify the pair whose meanings are the same or nearly the same.

R 2.208 Given pairs of words, the student will be able to identify the pair whose meanings are opposite.

R 2.209 Given a story to read, the student will be able to identify its main idea.

R 2.210S The student will be able to identify words with the sound j represented by the letter g and j.

R 2.211S The student will be able to identify different letter for the same sound (hard c).

R 2.212S The student will be able to identify words with the sound g represented by the combinations gue or gui.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: LANGUAGE ARTS - READING

B. DOMINANT) LANGUAGE): ☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL): III
☐ Kindergarten
☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP EACH PARTICIPANT'S LANGUAGE ARTS SKILLS IN HIS DOMINANT LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

R 3.101EP Given an affixed word, the student will be able to identify the suffix.

R 3.102 Given a short story to read, the student will be able to identify the correct title from a group of possible titles.

R 3.103 Given a story and a set of sentences, the student will be able to select the sentence most accurately describing the events of the story.

R 3.104 Given a word, the student will be able to identify its synonym from a series of words.

R 3.105E Given a contraction, the student will be able to identify the letter or letters omitted.

R 3.106E Given word pairs, the student will be able to identify the homonym pair.

Level 2

R 3.207 Given the singular form of a word, the student will be able to convert it into the plural form.

R 3.208 Given a three-syllable word, the student will be able to divide it into syllables.

R 3.209 Given a paragraph with an unfamiliar word, the student will be able to read the paragraph and from its context be able to identify the definition of the word.

R 3.210S Given a word with a beginning blend of three letters, the student will be able to identify the blend.

R 3.211SP Given a diphthong sound orally, the student will be able to identify the letters representing the diphthong.

R 3.212SP Given a list of one-, two-, or three-syllable words with different beginning letters, the student will be able to place the list in alphabetical order.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: LANGUAGE ARTS - READING

B. DOMINANT)
LANGUAGE) :
■ Spanish
■ Portuguese
■ English

C. GRADE)
LEVEL) :
☐ Kindergarten
☐ Ungraded Primary
IV ■ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP EACH PARTICIPANT'S LANGUAGE ARTS SKILLS IN HIS DOMINANT LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

R 4.101 Given a selection, the student will be able to identify a specific fact contained in the selection.

R 4.102 Given a word containing a prefix and a suffix, the student will be able to identify the root word.

R 4.103 Given a random list of words in which the first and second letters are the same, the student will be able to arrange the words in alphabetical order.

R 4.104 Given a list of words containing some words with related meanings, the student will be able to identify the two words which are synonyms.

Level 2

R 4.205 Given a facsimile of a title page, the student will be able to answer questions on the information it provides.

R. 4.206ES Given a list of words and a dictionary, the student will be able to identify the dictionary guide words for each word.

R 4.207 Given a list of words containing some words with opposite meanings, the student will be able to identify the two words which are antonyms.

R 4.208 Given two lists, one of prefixes and the other of root words, the student will be able to combine the prefix with the appropriate root word.

BILINGUAL MANAGEMENT SYSTEM

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By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

R 5.101 Given a reading selection and a list of events relating to its content, the student will be able to place these events in proper sequence.

R 5.102 Given a compound word and a set of definitions, the student will be able to identify its definition.

R 5.103 Given a list of scrambled chronological events, the student will be able to arrange them in sequential order.

Level 2

R 5.204 Given a sentence containing an unfamiliar word and a list of words, the student will be able to use the context of the sentence to identify the word on the list which has the same meaning.

R 5.205 Given a selection, the student will be able to compare the feelings and attitudes of the main characters.

R 5.206 Given a topic, the student will be able to identify which one of these is the best source of information about the topic: a dictionary, an atlas, an encyclopedia, a telephone directory, [illegible], or a catalog.

BILINGUAL MANAGEMENT SYSTEM

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B. DOMINANT LANGUAGE:
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By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

R 6.101 The student will be able to read a story or paragraph and summarize it by stating the main idea and two supporting facts.

R 6.102 The student will be able to read and interpret facts from a map.

R 6.103 The student will be able to read and interpret facts from a chart.

Level 2

R 6.204 The student will be able to read an article, extract facts, and use these facts in completing a simple outline.

R 6.205 Given a selection to read, the student will be able to choose the best statement of cause and effect from a list supplied.

R 6.206 Given a reading selection of factual material, the student will be able to identify its key words which may be used to locate additional information in an encyclopedia.

R 6.207 Given a selection, the student will be able to identify it as a: biography, fairytale, myth, or tall tale.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MATHEMATICS

B. DOMINANT) LANGUAGE) :
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL) :
☒ Kindergarten
☐ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO PROVIDE EXPERIENCES IN MATHEMATICS THAT WILL INSURE THE STUDENT'S UNDERSTANDING AND GROWTH IN COMPUTATION AND APPLICATION SKILLS.

By June 1, 977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

M 0.101 Given a pair of equivalent sets, the student will indicate a one-to-one correspondence between members of these sets by constructing lines.

M 0.102 Given a group of sets, the student will be able to identify the empty set.

M 0.103 Given a set of closed and open curves, the student will be able to identify a circle, triangle, square.

Level 2

M 0.204 Given a set of objects, the student will be able to identify the cardinal number of the set.

M 0.205 The student will be able to write the numerals from 0 to 10.

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Level 1

M 1.101 Given a picture of a coin, the student will be able to identify it.

M 1.102 Given a number word and a selection of numerals from 0 to 10, the student will be able to match the number word to the numeral.

M 1.103 Given a series of addition number combinations from 0 to 9 in written form, the student will be able to solve any combination such as 4 + 3 =.

Level 2

M 1.204 Given a picture of a coin, the student will be able to give its value.

M 1.205 Given a number line, the student will be able to identify odd or even numbers.

M 1.206 Given a dictated number between 0 and 100, the student will be able to identify the correct numeral.

M 1.207 Given a set of pictures of regions, the student will be able to choose the region that has 1/2 or 1/4 shaded.

M 1.208 Given a series of subtraction number combinations from 0 to 9 in written form, the student will be able to solve any combination such as 9 - 5 =.

M 1.209 The student will recognize "families of facts" by identifying the missing member of the set.

M 1.210 In performing the operation of addition on three one-digit numbers, the student will be able to add the third number to sum of the first two.

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Level 1

M 2.101 Given a series of addition number combinations from 0 to 18 in written form, the student will be able to solve any combination such as 9 + 4 =.

M 2.102 Given any numeral between 1 and 150, the student will be able to identify the numerals as a collection of ones and tens and hundreds.

M 2.103 Shown a graphic illustration of any numeral between 0 and 999, the student will be able to name the numeral.

M 2.104 Given a variety of mathematics statements, in writing, the student will be able to identify signs and symbols appropriate to those statements.

Signs: +, -, =, <, >.

M 2.105 Given a region or set of objects, the student will be able to identify 1/2, 1/4, 2/3, or 3/4 of the region.

Level 2

M 2.206 Given a series of subtraction number combinations from 0 to 18 in written form, the student will be able to solve any combination such 18 - 5 =.

M 2.207 The student will be able to write any numeral from 0 to 999.

M 2.208 Given a word problem in addition or subtraction, the student will be able to solve it.

M 2.209 Given a problem in addition with place values of hundreds, tens, and ones in vertical format, the student will be able to solve the problem.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MATHEMATICS

B. DOMINANT) LANGUAGE):
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL): III
☐ Kindergarten
☒ Ungraded Primary
☐ Ungraded Intermediate
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Level 1

M 3.101 Given a three-digit number, the student will be able to identify the place value of each place.

M 3.102 Given a subtraction equation in which zero is the missing addend, the student will be able to solve the equation.

M 3.103 Given one-, two-, or three-place problems using zero as a place holder, the student will be able to complete the operation.

Level 2

M 3.204 Given a two-place subtraction problem with regrouping, the student will be able to identify the difference.

M 3.205 Given multiplication equations with the missing factor, one, the identity element, the student will be able to solve the problem.

Example: 4 x ? = 4.

M 3.206 Given any two factors in multiplication such as 2 and 6, the student will be able to identify the factors renamed as the product 12.

M 3.207 The student will be able to add columns of three-digit numbers with regrouping.

M 3.208 Given addition problems involving fractions with equal denominators, the student will be able to add to sums less than one.

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A. COMPONENT NAME: MATHEMATICS

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☒ Spanish
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☐ Ungraded Primary
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Level 1

M 4.101 Given a numeral, the student will be able to identify an expression which is another name for the numeral.

Example: $8 = 7 + 1$, $4 + 4$, eight, 8×1, $3\overline{)24}$, etc.

M 4.102 Given an equation with two addends, the student will be able to indicate knowledge of the commutative property by identifying an expression in which the addends have been reversed.

M 4.103 The student will be able to subtract a three-digit whole number from a three-digit whole number with regrouping.

M 4.104 Given a four-digit number, the student will be able to identify the place value of any of the digits.

Level 2

M 4.205 The student will be able to multiply a two-digit whole number by a two-digit whole number.

M 4.206 Given two factors with one factor greater than 100, the student will be able to find the product.

M 4.207 Given a word problem, the student will be able to identify the operation or operations that can be used to solve the problem.

M 4.208 The student will be able to add two or more five-digit whole numbers with regrouping.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MATHEMATICS

B. DOMINANT) LANGUAGE):
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By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

M 5.101 The student will be able to subtract a four-digit whole number from a four-digit whole number with regrouping.

M 5.102 Given a subtraction problem of mixed decimals with regrouping, the student will be able to identify the difference.

M 5.103 Given data on a graph (bar, circle, linear), the student will be able to answer questions about the information presented.

Level 2

M 5.204 The student will be able to divide a five-digit numeral by a two-digit numeral.

M 5.205 Given a division problem with a two-digit divisor and three-digit dividend with zero as a digit in each, the student will be able to identify the quotient.

M 5.206 Given an addition and/or subtraction problem of unlike mixed fractions, the student will be able to compute the sum and/or the difference and identify it in simplest terms.

M 5.207 Given a multiplication problem composed of two factors which are reciprocals, the student will be able to identify the product.

M 5.208 Given simple fractions to divide, the student will be able to divide them by using reciprocals.

M 5.209 The student will be able to divide a fraction by a whole number.

M 5.210 Given a word problem involving fractions, the student will be able to solve it.

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☒ English

C. GRADE) LEVEL) :
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Level 1

M 6.101 The student will be able to multiply a four-digit whole number by a three-digit whole number.

M 6.102 Given three common fractions, the student will be able to perform column addition with fractions having like denominators.

Level 2

M 6.203 Given a mixed fractional division problem with unlike denominators, the student will be able to divide a mixed number by a mixed number.

M 6.204 Given the price of a dozen objects, the student will determine the cost of a certain number of objects.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT) LANGUAGE):
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL):
☒ Kindergarten
☐ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT, TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SS 0.101 Given a legend and a series of maps, the student will identify a symbol on a given map.

SS 0.102 Given a set of pictures, the student will mark those which depict the contributions of North American Indians to the first settlers in North America.

Level 2

SS 0.203 Given an outline of the United States and Mexican or Portuguese flags and shown model flags, the student will properly color them.

SS 0.204 Given questions about cultural variables, the student will recognize that cultures are different.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT) LANGUAGE):
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL):
☐ Kindergarten
I ☒ Ungraded Primary
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Level 1

SS 1.101 Given a legend and a series of maps, the student will identify a symbol on a given map.

SS 1.102 Given a set of pictures of heroes/heroines of the United States, Portugal and Mexico, the student will answer questions about them.

Level 2

SS 1.203 Given a set of pictures, the student will identify those which depict the basic human needs.

SS 1.204 Given questions about human physical characteristics, the student will recognize that having different physical characteristics does not affect human potential.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT) LANGUAGE): ☒ Spanish ☒ Portuguese ☒ English

C. GRADE) LEVEL): II
☐ Kindergarten
☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT, TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SS 2.101 Given a community helper, the student will identify the human need the helper satisfies.

SS 2.102 Given an outline of the United States, the student will identify it as such.

Level 2

SS 2.203 Given questions about human characteristics, the student will differentiate between those which apply to all humans and those which apply to only a few.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT)
LANGUAGE) :
☒ Spanish
☒ Portuguese
☒ English

C. GRADE)
LEVEL) : III
☐ Kindergarten
☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT, TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SS 3.101 Given a list of heroes and heroines, the student will match them with their countries.

SS 3.102 Given a map with symbols, the student will make an appropriate legend.

Level 2

SS 3.203 Given physical details, the student will identify the climate described.

SS 3.204 Given questions about different cultural groups, the student will recognize that some human activities are not limited to a single cultural group.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE:
☒ Spanish
☒ Portuguese
☒ English

C. GRADE LEVEL:
☐ Kindergarten
☐ Ungraded Primary
IV ☒ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT, TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY. HISTORY, AND SOCIOLOGY.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SS 4.101 Given a map, the student will answer questions related to the points of the compass.

SS 4.102 Given a map, the student will identify major physical land forms. (island, continent, mountains, peninsula, isthmus)

Level 2

SS 4.203 Given a map with a legend and a scale, the student will answer specific questions.

SS 4.204 Given the topic "Migration", the student will select reasons for human migration.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT)
LANGUAGE):
■ Spanish
■ Portuguese
■ English

C. GRADE)
LEVEL):
☐ Kindergarten
☐ Ungraded Primary
V ■ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT, TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SS 5.101 Given a map of the United States, the student will identify those states along a given route.

SS 5.102 Given a description of an historical occurrence, the student will arrange the events in chronological order.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT) LANGUAGE):
■ Spanish
■ Portuguese
■ English

C. GRADE) LEVEL):
☐ Kindergarten
☐ Ungraded Primary
VI ☒ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT, TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SS 6.101 Given a political outline map of the Western Hemisphere, the student will recognize specific countries.

SS 6.102 Given a set of maps, the student will indicate which are physical and which are political.

Level 2

SS 6.203 Given a product map, the student will answer specific questions.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL, PSL, SSL

B. DOMINANT) LANGUAGE):
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL):
☐ Kindergarten
A ☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SL A.101 Given crayons of the five primary colors, the student will name them.

SL A.102 Given pictures of members of a family, the student will name them.

SL A.103 Given pictures of parts of the body, the student will name them.

Level 2

SL A.204 Given number set pictures 1-10, the student will name the number represented.

SL A.205 Given a question, the student will respond with the correct expression of courtesy.

SL A.206 Given pictures of common fruits and vegetables, the student will name them.

SL A.207 Given pictures of foods, the student will name them.

SL A.208 Given pictures of domestic and wild animals, the student will name them.

SL A.209 Given pictures of clothing, the student will name the articles.

SL A.210 Given pictures of toys, the student will name them.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL, PSL, SSL

B. DOMINANT) LANGUAGE) :
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL) :
☐ Kindergarten
B ☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SL B.101 Given a series of two simple directions, the student will carry them out.

SL B.102 Given oral questions based on vocabulary learned, the student will respond orally.

Level 2

SL B.203 Given oral questions based on vocabulary learned, the student will respond in simple sentences.

SL B.204 Given a set of three pictures representing adjectives, the student will mark the correct one.

SL B.205 Given a set of three pictures of nouns, the student will mark the correct one.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL, PSL, SSL

B. DOMINANT)
LANGUAGE) :
☒ Spanish
☒ Portuguese
☒ English

C. GRADE)
LEVEL) : C
☐ Kindergarten
☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SL C.101 Given dictated letter names, the student will write them.

SL C.102 Given pictures of vocabulary words, the student will match the picture to the correct word.

Level 2

SL C.203 After listening to a story, the student will draw a picture which illustrates the story.

SL C.204 Given oral questions based on vocabulary learned, the student will respond in simple sentences.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL, PSL, SSL

B. DOMINANT) LANGUAGE):
☐ Spanish
☐ Portuguese
☐ English

C. GRADE) LEVEL):
☐ Kindergarten
D ☒ Ungraded Primary
☐ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SL D.101 Given a dictated word, the student will select the grapheme for the initial sound.

SL D.102 Given a dictated vocabulary word, the student will select the correct word from a list of four.

Level 2

SL D.203 Given a picture with a list of simple sentences, the student will select the sentence which best describes the illustration.

SL D.204 Given a sentence missing a noun, the student will select the noun which best completes the sentence.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL, PSL, SSL

B. DOMINANT) LANGUAGE):
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL):
☐ Kindergarten
☐ Ungraded Primary
E ☒ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SL E.101 Given a noun, the student will select the missing gender.

SL E.102 Given a story to read silently while the teacher reads aloud, the student will mark the correct answers to comprehension questions read orally.

Level 2

SL E.203 Given five words, the student will use each one correctly in a simple sentence.

SL E.204 Given a story, the student will read it and mark the correct answers to comprehension questions.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL, PSL, SSL

B. DOMINANT) LANGUAGE):
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL):
☐ Kindergarten
☐ Ungraded Primary
F ☒ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SL F.101 Given five words, the student will use each one correctly in a sentence.

SL F.102 Given a reading selection, the student will read it and mark the correct answers to comprehension questions.

Level 2

SL F.203 Given a topic, the student will give a short talk stating five details.

SL F.204 Given five sentences, the student will select the correct verb form in the present tense.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL, PSL, SSL

B. DOMINANT) LANGUAGE):
☒ Spanish
☒ Portuguese
☒ English

C. GRADE) LEVEL):
☐ Kindergarten
☐ Ungraded Primary
G ☒ Ungraded Intermediate
☐ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERAT AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1977, 75% of the participants will meet the objectives below with at least 80% accuracy as measured by criterion reference tests. The remaining 25% of the participants will meet 50% of the objectives below with at least 80% accuracy as measured by criterion reference tests.

Level 1

SL G.101 Given an incomplete sentence, the student will select the correct form of the verb to be.

SL G.102 Given a reading selection, the student will read it and mark the correct answers to comprehension questions.

Level 2

SL G.203 Given ten words that are related, the student will write a paragraph using at least five of the words.

SL G.204 Given five sentences, the student will select the correct irregular verb in the present or simple future.

APPENDIX II

Kindergarten thru Sixth Grade
English Reading Criterion Reference Tests

R 0.131

Given a series of three oral directions, the student will be able to follow these directions in the proper sequence.

(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Give the student a set of directions. Say to him, "Do these things in the order that I tell you." Read all the sentences to the student before he begins to respond.

1. Walk to the chalkboard.
   Pick up a piece of chalk.
   Make a mark on the chalkboard.
2. Walk to the door.
   Clap three times.
   Skip back to your place.
3. Pick up a ball.
   Bounce it.
   Roll it to me.
4. Walk to the table.
   Hop around it.
   Walk back to me.
5. Stand up straight.
   Put your arms straight up over your head.
   Touch your toes.

R O.102
Given three oral words, the student will be able to repeat the series orally.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Ask the student to repeat the series of three words that you give him orally. The student must repeat the series in the order given.

Examples:

1. lamb
   mouse
   fox
2. fruit
   milk
   jam
3. spoon
   pan
   cup
4. ball
   swing
   kite
5. floor
   sink
   chair

R.0.103
After listening to a story,
the student will be able to
retell the events.

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

Directions:

Tell or read the story to the pupil. Ask him to tell at least three events of the story.

Patty was getting dressed to go to a party. She put on a blue dress and black shoes, but she could not find her blue ribbon. She hunted and hunted, but she could not find it. All of a sudden she saw her puppy, and there was the blue ribbon - in Jojo's mouth.

RO.104

Given a word and instructed to listen for the beginning sound, the student will be able to orally supply another word with the same beginning consonant sound

(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Ask the student to give a word orally that begins with the same consonant sound as the word you say.

Oral stimuli:

1. doll
2. fall
3. gas
4. lemon
5. moon

R 0.205

After listening to a story, the student will be able to retell the events in sequence.

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Tell or read a short story. Have the student relate as many events in sequence as he can.

Example:

Taking care of a little sister was hard work! Jason had spent at least fifteen minutes looking everywhere for Martha's one-eared teddy bear. He knew she would keep on crying until he found it. Jason looked under the bed. He looked in the closet. Finally, he found the teddy bear. But you'll never guess where — in the refrigerator!

R 0.206

Given a card on which a square, rectangle, triangle, or circle appears, the student will be able to reproduce its likeness.

(Criterion: 4)

English Criterion Reference Test
Reading

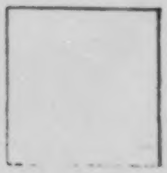
NAME ______________________________

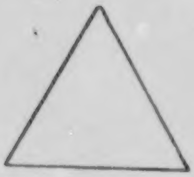
DATE ______________________________

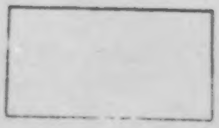
Teacher Observed Pupil Performance Objective

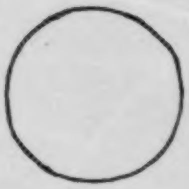
Suggested Activity

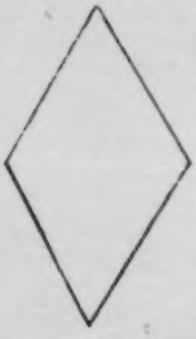
Have the student reproduce the following geometric figures.











R 0.207

Given a pattern, the student will be able to complete the pattern in a left-to-right progression.

English Criterion Reference Test
Reading

NAME ______________________________

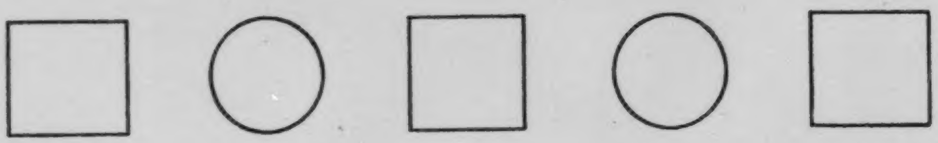
DATE ______________________________

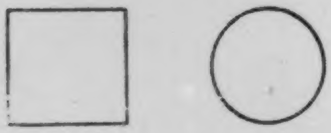
Teacher-Observed Pupil Performance Objective

Suggested Activity

Give the student a pattern. Below this pattern write the same pattern, but leave it incomplete. Have the student complete the pattern.

Example:





R O.208

Given a picture of an object, the student will be able to match it to another that begins with the same sound

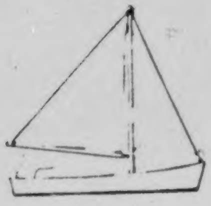
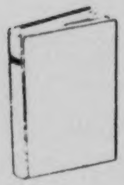
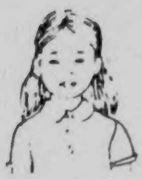
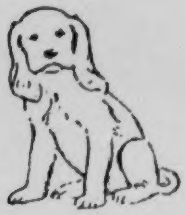
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

1

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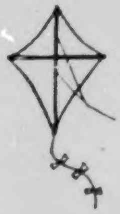
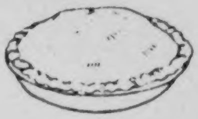
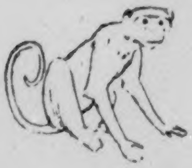
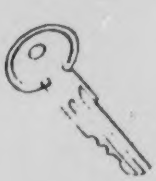

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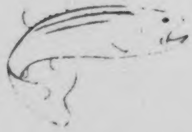
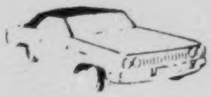
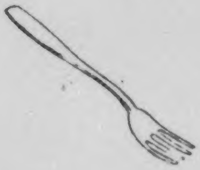
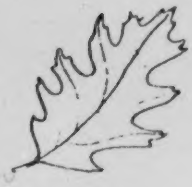

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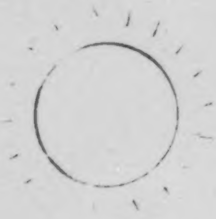
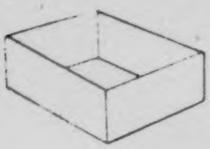
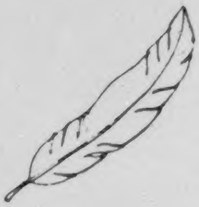
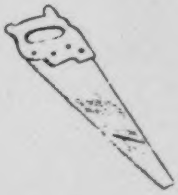

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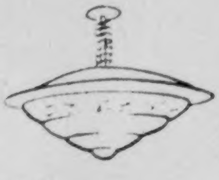
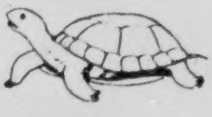
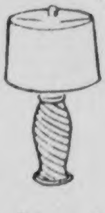
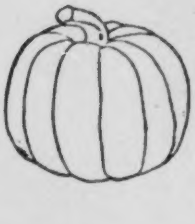





English Criterion Reference Test
Reading

Objective R 0.208

DIRECTIONS

Item 1 SAY: Point to the spoon. Look at the picture next to the spoon. Then look at the pictures on the other side of the dark line. Find the picture whose name begins with the same sound as the name of the picture beside the spoon. Draw a circle around it.

Item 2 SAY: Now point to the flower. Find the picture whose name begins with the same sound as the name of the picture beside the flower. Draw a circle around it.

Item 3 SAY: Now point to the grapes. Find the picture whose name begins with the same sound as the name of the picture beside the grapes. Draw a circle around it.

Item 4 SAY: Now point to the glass. Find the picture whose name begins with the same sound as the name of the picture beside the glass. Draw a circle around it.

Item 5 SAY: Now point to the candle. Find the picture whose name begins with the same sound as the name of the picture beside the candle. Draw a circle around it.

R 1.101
Given a pair of words orally, the student will be able to orally state whether the words in that pair begin with the same or different vowel sound.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Ask the student to tell you if the two words read orally begin with the same sound or different sounds.

Examples:

1.	act	am
2.	ant	end
3.	enter	up
4.	octopus	olive
5.	in	is

R 1.102 EP

Given a picture, the student will be able to identify another picture of an object, the name of which rhymes with it.

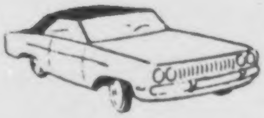
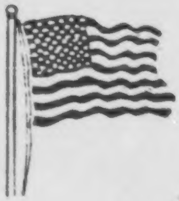
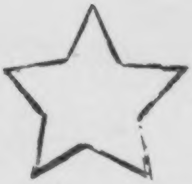
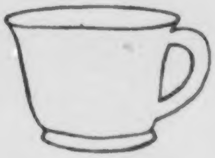
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

1

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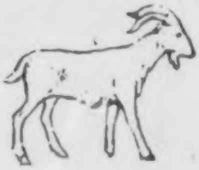
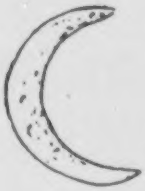
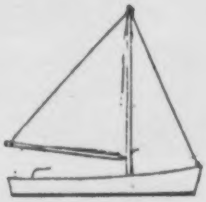
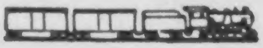

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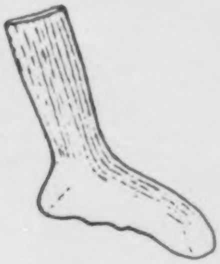
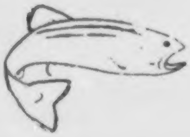
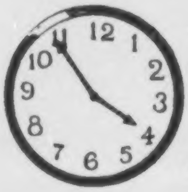

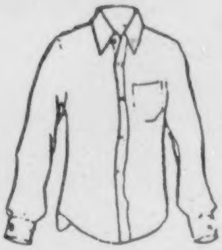

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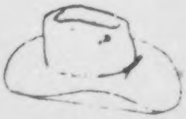
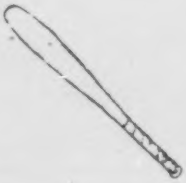
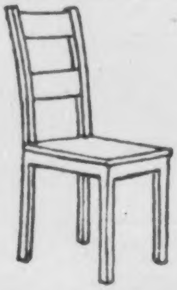
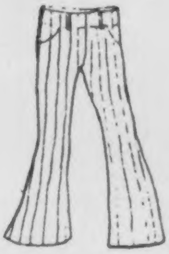

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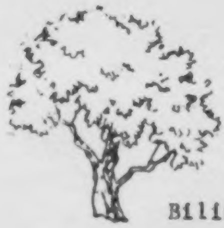
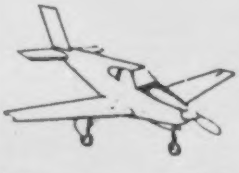
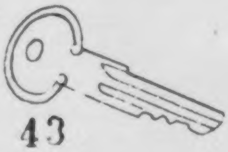
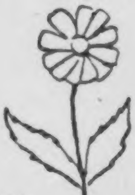





English Criterion Reference Test
Reading

Objective R 1.102 EP

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the picture. Now look at the pictures on the other side of the dark line. Find the picture whose name rhymes with the name of the first picture. Draw a circle around it.

Item 2 SAY: Find Number 2. Look at the picture. Find another picture whose name rhymes with the name of the first picture. Draw a circle around it.

Item 3 SAY: Find Number 3. Look at the picture. Find another picture whose name rhymes with the name of the first picture. Draw a circle around it.

Item 4 SAY: Find Number 4. Look at the picture. Find another picture whose name rhymes with the name of the first picture. Draw a circle around it.

Item 5 SAY: Find Number 5. Look at the picture. Find another picture whose name rhymes with the name of the first picture. Draw a circle around it.

R 1.103

Given an oral word and one of its consonant sounds, the student will be able to orally identify the position of that consonant sound within the word.

(Criterion: 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Give the student a word orally. Have the student identify whether he hears a given letter at the beginning, middle, or end of the word.

Examples:

1.	letter	(t)
2.	ride	(r)
3.	pen	(p)
4.	yellow	(l)
5.	wet	(t)

R 1.204 E

Given a one syll[illegible] word having a vowel [illegible] the medial position, the student will be able to pronounce the word

(Criterion: 4)

English Criterion Reference Test
Reading

NAME ____________________________

DATE ____________________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Have the student read aloud the following group of words.

1. bag
2. beg
3. big
4. bug
5. bog

R 1.205

Given a familiar word, the student will be able to make a new word by substituting a different initial consonant.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

1 can ____an

2 get ____et

3 big ____ig

4 not ____ot

5 run ____un

English Criterion Reference Test
Reading

Objective R 1.205

DIRECTIONS

Item 1	SAY:	Find Number 1. Beside Number 1 is a word. Look at the word carefully. Now look at the word next to it. It is the same word but without its beginning letter. Write a different letter in the blank to make another word that you know.
Item 2	SAY:	Find Number 2. Look at the word. Write a different letter in the blank to make another word that you know.
Item 3	SAY:	Find Number 3. Look at the word. Write a different letter in the blank to make another word that you know.
Item 4	SAY:	Find Number 4. Look at the word. Write a different letter in the blank to make another word that you know.
Item 5	SAY:	Find Number 5. Look at the word. Write a different letter in the blank to make another word that you know.

R 1.206

Given a picture with a list of simple sentences, the student will be able to select the sentence which best describes the illustration.

(criterion 4)

English Criterion Reference Test

Reading

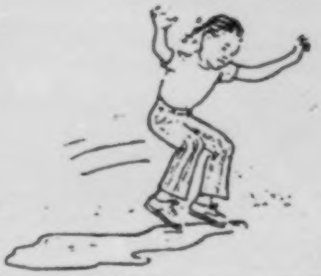
NAME ____________________

DATE ____________________

INSTRUCTIONS:

Choose the sentence that corresponds to the picture and underline it.

1

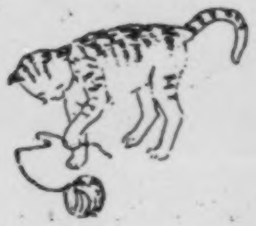


Mary can jump.

Mary can run fast.

Mary can work.

2

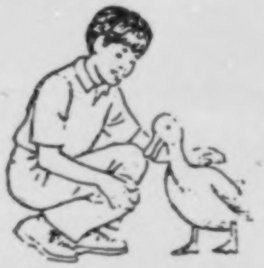


The dog sat down.

The cat can play.

The cat ran away.

3

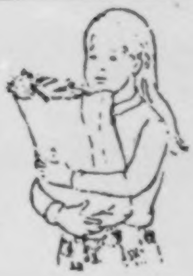


The boy is with a duck.

The boy is at a party.

The boy will make a cake.

4

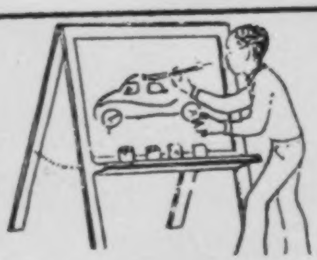


Rosa has a big bag.

Rosa is in the house.

Rosa rides in a train.

5



John sat down.

John can paint.

John runs home.

R 2.101 EP
Given a word orally and a list of blends, the student will be able to identify which blend is contained in the word.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

1

br cl fl

2

sl st sn

3

dr cr tr

4

sk sl sm

5

gl gr sl

English Criterion Reference Test
Reading

Objective R 2.101 EP

DIRECTIONS

Item 1 SAY: Find Number 1. Listen to the word I say. Listen carefully to its beginning sound. The word is *floor*. Draw a circle around the two letters whose sound you hear at the beginning of the word *floor*. *Floor*.

Item 2 SAY: Find Number 2. Listen to this word: *stay*. Draw a circle around the two letters whose sound you hear at the beginning of the word *stay*. *Stay*.

Item 3 SAY: Find Number 3. Listen to this word: *tree*. Draw a circle around the two letters whose sound you hear at the beginning of the word *tree*. *Tree*.

Item 4 SAY: Find Number 4. Listen to this word: *smile*. Draw a circle around the two letters whose sound you hear at the beginning of the word *smile*. *Smile*.

Item 5 SAY: Find Number 5. Listen to this word: *green*. Draw a circle around the two letters whose sound you hear at the beginning of the word *green*. *Green*.

English Criterion Reference Test
Reading

R 2.102

Given a sentence with a key word missing, the student will be able to supply the missing word by using the context of the sentence.

(Criterion: 4)

NAME ______________________

DATE ______________________

1 Pete is five years ____________ today.

2 The room is cold because Maria left the door _________.

3 Ann looked for her coat, but she could not _________ it.

4 The book is on ____________ of the box.

5 The wagon is not ____________ enough for all the children to sit in.

English Criterion Reference Test
Reading

Objective R 2.102

DIRECTIONS

Item 1 SAY: Find Number 1. Beside Number 1 is a sentence that has a blank where one word should be. Decide what word will best finish the sentence. Write the word you choose in the blank.

Item 2 SAY: Find Number 2. Write the word in the blank that will best finish the sentence.

Item 3 SAY: Find Number 3. Write the word in the blank that will best finish the sentence.

Item 4 SAY: Find Number 4. Write the word in the blank that will best finish the sentence.

Item 5 SAY: Find Number 5. Write the word in the blank that will best finish the sentence.

R 2.103

Given a familiar word in which an ending has been added to the root, the student will be able to identify the root word.

(Criterion: 4)

English Criterion-Referenced Test

NAME ______________________________

DATE ______________________________

1. jumping

2. boxes

3. faster

4. wanted

5. kindness

English Criterion Reference Test
Reading

Objective R 2.103

DIRECTIONS

Item 1 SAY: Look at the word beside Number 1. It is a root word with an ending added to it. Draw a circle around the root word.

Item 2 SAY: Look at Number 2. Draw a circle around the root word.

Item 3 SAY: Look at Number 3. Draw a circle around the root word.

Item 4 SAY: Look at Number 4. Draw a circle around the root word.

Item 5 SAY: Look at Number 5. It is a root word with a beginning added to it. Draw a circle around the root word.

R 2.104 E R
Given a list of familiar words, the student will be able to identify the inflectional endings s, es, ed, ing, 's.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

1. boys

2. calling

3. worked

4. boxes

5. Mary's

English Criterion Reference Test
Reading

Objective R 2.104E

DIRECTIONS

Item 1 SAY: Find Number 1. Beside Number 1 is a word with an ending added to it. Draw a circle around the ending.

Item 2 SAY: Find Number 2. Look at the word next to Number 2. Draw a circle around the ending.

Item 3 SAY: Find Number 3. Look at the word next to Number 3. Draw a circle around the ending.

Item 4 SAY: Find Number 4. Look at the word next to Number 4. Draw a circle around the ending.

Item 5 SAY: Find Number 5. Look at the word next to Number 5. Draw a circle around the ending.

R 2.105 EP

Given a singular noun whose plural is formed by adding s or es, the student will be able to add the correct ending to form its plural.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

1 dress ________

2 rabbit ________

3 nose ________

4 box ________

5 toy ________

English Criterion Reference Test
Reading
Objective R 2.105 EP

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the word. Make this word plural by adding *-s* or *-es* on the line beside the word.

Item 2 SAY: Find Number 2. Make the word plural by adding *-s* or *-es*.

Item 3 SAY: Find Number 3. Make the word plural by adding *-s* or *-es*.

Item 4 SAY: Find Number 4. Make the word plural by adding *-s* or *-es*.

Item 5 SAY: Find Number 5. Make the word plural by adding *-s* or *-es*.

R 2.206 EP

Given an oral word which either begins or ends with a consonant digraph, the student will be able to write the digraph he hears.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

1 ______________________

2 ______________________

3 ______________________

4 ______________________

5 ______________________

English Criterion Reference Test
Reading

Objective R 2.206 EP

DIRECTIONS

Item 1 SAY: Find Number 1. Listen to the word I say. *Much*. At the end of the word *much* are two letters that make one sound. Write the two letters that make one sound at the end of the word *much*.

Item 2 SAY: Find Number 2. Listen to this word: *Shoe*. At the beginning of the word *shoe* are two letters that make one sound. Write the two letters that make one sound at the beginning of the word *shoe*.

Item 3 SAY: Find Number 3. Listen to this word: *Where*. Write the two letters that make one sound at the beginning of the word *where*.

Item 4 SAY: Find Number 4. Listen to this word: *Long*. Write the two letters that make one sound at the end of the word *long*.

Item 5 SAY: Find Number 5. Listen to this word: *Then*. Write the two letters that make one sound at the beginning of the word *then*.

R 2.207
Given pairs of words, the student will be able to identify the pair whose meanings are the same or nearly the same.
(criterion 4)

1

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

1	boy box	say tell	old new
2	come go	up down	hop jump
3	glad happy	here there	cold hot
4	left right	small little	ever far
5	soon late	yes no	stay wait

English Criterion Reference Test
Reading

Objective R 2.207

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the pairs of words. Find the pair in which the two words have *almost the same* meaning. Draw a circle around that pair.

Item 2 SAY: Find Number 2. Draw a circle around the pair of words that have *almost the same* meaning.

Item 3 SAY: Find Number 3. Draw a circle around the pair of words that have *almost the same* meaning.

Item 4 SAY: Find Number 4. Draw a circle around the pair of words that have *almost the same* meaning.

Item 5 SAY: Find Number 5. Draw a circle around the pair of words that have *almost the same* meaning.

R 2.208

Given pairs of words, the student will be able to identify the pair whose meanings are opposite.

(criterion 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

1

best	first	on
good	one	off

2

stop	am	by
go	an	buy

3

can	under	faster
will	over	ever

4

before	away	for
after	far	with

5

first	one	home
last	two	house

English Criterion Reference Test
Reading

Objective R 2.20B

DIRECTIONS

Item 1 SAY: Look at the pairs of words in Number 1. Find the pair of words in which the two words have opposite meanings. Draw a circle around it.

Item 2 SAY: Look at Number 2. Draw a circle around the pair of words that have opposite meanings.

Item 3 SAY: Look at Number 3. Draw a circle around the pair of words that have opposite meanings.

Item 4 SAY: Look at Number 4. Draw a circle around the pair of words that have opposite meanings.

Item 5 SAY: Look at Number 5. Draw a circle around the pair of words that have opposite meanings.

R 2.209
Given a story to read, the student will be able to identify its main idea.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

DIRECTIONS

Items 1-5 SAY: Read each story. Then read the answers below it. Draw a line under the one that best tells the main idea of the story.

---

1 I like rain. It makes things grow and turn green. The lights in the street are pretty when it rains. And the rain makes a tapping sound on the windows. I don't even care if I get wet.

getting wet

why I like rain

why I like pretty lights

---

2 Ted walked up the front steps of the school. The bell began to ring. Ted was late. He ran down the hall, but the door was closed.

Ted was late.

The bell was loud.

Ted walked up the steps.

---

3 Ruth likes to put things in her big pocket. She has a ring, a little box, and sometimes a penny. Ruth likes to put her hand in her pocket, too. Then no one can tell what is in it.

Ruth has a ring and a box.

Ruth has a lot of money in her pocket.

Ruth likes to put things in her pocket.

---

4 "It is easy to find where I live," said Janet. "Get off the bus at Bell Street. Then look for a big red building. It is number 121. I live on the top floor in apartment B."

riding the city bus

looking for Bell Street

finding Janet's apartment

---

5 Saturday is the best day of all. You don't have to go to school. You can play with your friends and sleep if you want to. Why can't all days be like Saturday?

Saturday is the best day.

Saturday is a day to sleep.

All days are like Saturday.

R 3.101 EP
Given an affixed word, the student will be able to identify the suffix.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

DIRECTIONS: Look at the word walking. The ending -ing has been added to the root word walk to make a new word. Next to each number below is a root word with an ending. Fill in the space that shows the ending that has been added to the word.

1 careful
Ⓐ ul
Ⓑ eful
Ⓒ ful

2 grassy
Ⓐ sy
Ⓑ y
Ⓒ ssy

3 friendly
Ⓐ endly
Ⓑ dly
Ⓒ ly

4 kindness
Ⓐ ness
Ⓑ ss
Ⓒ s

5 sleepless
Ⓐ less
Ⓑ ss
Ⓒ ess

R 3.102

Given a short story to read, the student will be able to identify the correct title from a group of possible titles.

(criterion 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Read each story. Below each story are some titles. Fill in the space of the best title for the story.

1 Rita looked at the clock. It was almost time to leave for school. She put on her shoes. Then she found her books and went out the door.

Ⓐ School Books

Ⓑ The School Clock

Ⓒ Getting Ready for School

---

2 It started to rain. People ran to find a place where they would not get wet. The rain made a loud sound on the window. Soon there was water standing in the streets.

Ⓐ The Rain

Ⓑ Running to Work

Ⓒ A Drink of Water

---

3 Davis had never seen so many birds in the park. He watched them as they ate. Then a loud noise made them fly away. He tried to count them as they flew by.

Ⓐ The Airplane

Ⓑ A Day at the Zoo

Ⓒ Watching the Birds

4 Uncle Harry sent Susan a new pet. She took the top off the box. In it was a little puppy. Susan put the puppy on the floor. It did not run away.

Ⓐ Kittens

Ⓑ A New Pet

Ⓒ Looking for a Puppy

---

5 Tim was always afraid to go to new places. Now he had to go away again. Here he had the farm and the animals. But today he would go to the city to live. He took one last look at his old home. Then it was time to leave.

Ⓐ Tim Goes Away

Ⓑ A Day at School

Ⓒ Feeding the Animals

R 3.103
Given a story and a set of sentences, the student will be able to select the sentence most accurately describing the events of the story.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

DIRECTIONS: Read each story. Under the story are three sentences. Fill in the space next to the sentence that tells what the story is about.

1 "Here is a box of surprises for you," said Tim. Carlos smiled and opened the box. He saw a blue feather and a little green car. He hurried to get the other things out. What would they be?

Ⓐ The boys made a box house.
Ⓑ Tim gave something to Carlos.
Ⓒ Carlos found a bird's egg on the ground.

---

2 Melba lived in a city. Her class went to a farm for the first time. They saw a barn. They helped to give food to the chickens and the horses. They got to pet the sheep.

Ⓐ Melba lived in the country.
Ⓑ The children learned about a farm.
Ⓒ Everyone in the class rode the horses.

---

3 "Run when I say go," called Sam. "The boy or girl who runs fastest will get a prize."

Sam said, "Go!" The boys and girls began to run.

Ⓐ Sam could run fast.
Ⓑ Sam gave the girl a prize.
Ⓒ Sam is starting a running game.

4. David and Kay had never seen snow. Their new friend Carolyn said snow was very cold. She liked to play in it, but she liked California better. In California most children can play outside all year long.

Ⓐ Kay wanted to play inside.
Ⓑ A new friend told about snow.
Ⓒ David and Kay liked the snow.

---

5. "Let's take some food to the park." said Mr. Tomiko to his family. We will make a fire in the barbecue pit. Then we will each cook our own lunch.

Ⓐ The family took the bus to the park.
Ⓑ Mr. Tomiko was going to cook breakfast.
Ⓒ The family was going to the park for lunch.

R 3.104
Given a word, the student will be able to identify its synonym from a series of words.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Look at the underlined word beside each number. Find the word below it that has almost the same meaning. Fill in the space that shows the word that has almost the same meaning.

1

street

Ⓐ light
Ⓑ road
Ⓒ strange

2

fast

Ⓐ enough
Ⓑ quick
Ⓒ still

3

begin

Ⓐ again
Ⓑ because
Ⓒ start

4

leave

Ⓐ go
Ⓑ laugh
Ⓒ send

5

noise

Ⓐ keep
Ⓑ make
Ⓒ sound

R 3.105E
Given a contraction, the student will be able to identify the letter or letters omitted.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

DIRECTIONS: Each word below has an apostrophe in it. The apostrophe stands for a letter or letters that have been left out. Beside each word are some letters. Fill in the space that shows the letter or letters that have been left out of the word.

1	I'll	Ⓐ a	Ⓑ sh	Ⓒ wi
2	it's	Ⓐ e	Ⓑ i	Ⓒ y
3	couldn't	Ⓐ a	Ⓑ i	Ⓒ o
4	we'll	Ⓐ e	Ⓑ sh	Ⓒ wi
5	there's	Ⓐ d	Ⓑ i	Ⓒ s

R 3.104
Given a word, the student will be able to identify its synonym from a series of words.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

DIRECTIONS: Look at the underlined word beside each number. Find the word below it that has almost the same meaning. Fill in the space that shows the word that has almost the same meaning.

1

street

Ⓐ light
Ⓑ road
Ⓒ strange

2

fast

Ⓐ enough
Ⓑ quick
Ⓒ still

3

begin

Ⓐ again
Ⓑ because
Ⓒ start

4

leave

Ⓐ go
Ⓑ laugh
Ⓒ send

5

noise

Ⓐ keep
Ⓑ make
Ⓒ sound

R 3.105E

Given a contraction, the student will be able to identify the letter or letters omitted.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

DIRECTIONS: Each word below has an apostrophe in it. The apostrophe stands for a letter or letters that have been left out. Beside each word are some letters. Fill in the space that shows the letter or letters that have been left out of the word.

1	I'll	Ⓐ a	Ⓑ sh	Ⓒ wi
2	it's	Ⓐ e	Ⓑ i	Ⓒ y
3	couldn't	Ⓐ a	Ⓑ i	Ⓒ o
4	we'll	Ⓐ e	Ⓑ sh	Ⓒ wi
5	there's	Ⓐ d	Ⓑ i	Ⓒ s

R 3.106 E
Given word pairs, the students will be able to identify the homonym pair.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ____________________ ________

DIRECTIONS: Homonyms are words that sound alike. They are spelled differently and they have different meanings. Look at the pairs of words below. Fill in the space that shows the pair of homonyms.

1	Ⓐ come go	Ⓑ sat say	Ⓒ to two
2	Ⓐ hand have	Ⓑ hear here	Ⓒ next night
3	Ⓐ knew new	Ⓑ open show	Ⓒ right road
4	Ⓐ big little	Ⓑ buy by	Ⓒ our out
5	Ⓐ her his	Ⓑ their there	Ⓒ you your

R 3.207
Given the singular form of a word, the student will be able to convert it into the plural form.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

DIRECTIONS: The words below are singular. Fill in the space below the word that will make the word plural.

1 cake Ⓐ ss Ⓑ s

2 story Ⓐ ies Ⓑ s

3 car Ⓐ s Ⓑ es

4 lunch Ⓐ es Ⓑ s

5 pony Ⓐ s Ⓑ ies

R 3.208
Given a three-syllable word, the student will be able to divide it into syllables.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Each word below has three syllables. Fill in the space below the word that shows the correct three syllables.

1	forgetful	Ⓐ forg/it/ful	Ⓑ for/getf/ul	Ⓒ for/get/ful
2	laughingly	Ⓐ lau/ghing/ly	Ⓑ laugh/ing/ly	Ⓒ la/ughing/ly
3	tomorrow	Ⓐ to/morr/ow	Ⓑ to/mor/row	Ⓒ tom/orr/ow
4	understand	Ⓐ und/ers/tand	Ⓑ un/derst/and	Ⓒ un/der/stand
5	unfriendly	Ⓐ un/friend/ly	Ⓑ unfr/ien/dly	Ⓒ un/frien/dly

R 3.209
Given a paragraph with an underlined unfamiliar word, the student will be able to read the paragraph and from its context be able to identify the definition of the word.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read the story. Look at the sentences below the story. Fill in the space that shows the answer that best finishes each sentence.

Jed and Donna were happy as they started for the party. Jed was going to masquerade as a hammer and Donna was going to dress up as an apple tree. They had made their own costumes from old clothes they had at home.

When they got there, Jed and Donna could not hear each other because there was so much commotion. Bells were ringing, balloons were popping, and children were calling loudly to each other.

They had fun being in the enormous parade. The parade was so long that it went around the room two times.

Prizes were given to the children who had on the funniest apparel. Jed and Donna each won a prize. They were thrilled! Their friends were glad too. They thought Jed and Donna were really funny because they had never seen anyone dress as a hammer or apple tree before.

1. Masquerade means to ________________.

   Ⓐ talk very loud

   Ⓑ go somewhere very fast

   Ⓒ dress up as something else

2. Commotion means ____________________.

   Ⓐ hope

   Ⓑ noise

   Ⓒ room

3. Enormous means very ________________.

   Ⓐ loud

   Ⓑ big

   Ⓒ funny

4. Apparel means ______________________.

   Ⓐ faces

   Ⓑ answers

   Ⓒ clothes

5. Thrilled means _____________________.

   Ⓐ really tired

   Ⓑ very happy

   Ⓒ almost ready

R 4.101
Given a selection, the student will be able to identify a specific fact contained in the selection.
(criterion 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Read the story. Look at the sentences below it. Fill in the space for the phrase that best finishes each sentence.

How would you like to see your name on thousands of dollar bills? Romana A. Banuelos sees her name on United States money every day. She is the Treasurer of the United States. Her signature appears on all U.S. currency (another name for paper money) that was printed after she became treasurer.

Before Romana Banuelos was U.S. treasurer, she was the president of her own food company. This company employs more than 300 people and makes 25 different food products. The company grew from one employee (Romana) and only one product (tortillas). She used one small machine to grind the corn to make the tortillas.

In 1964, after her food business was established, Romana Banuelos helped to found a bank in Los Angeles. She wanted to help other people start their own small businesses.

The next time you see a new dollar bill, look for the name Romana A. Banuelos. Remember that she started her own business with only one person: herself!

1 The name Romana A. Banuelos is on United States

- Ⓐ coins
- Ⓑ stamps
- Ⓒ paper money
- Ⓓ food products

2 Romana Banuelos is the United States

- Ⓐ banker
- Ⓑ printer
- Ⓒ president
- Ⓓ treasurer

3 Another name for paper money is

- Ⓐ bank
- Ⓑ currency
- Ⓒ products
- Ⓓ treasury

4 Romana Banuelos became the president of

- Ⓐ a bank
- Ⓑ a company
- Ⓒ the treasury
- Ⓓ the United States

5 In order to help people with their businesses, Romana Banuelos started

- Ⓐ a bank
- Ⓑ a treasury
- Ⓒ using machinery
- Ⓓ making tortillas

R 4.102
Given a word containing a prefix and a suffix, the student will be able to identify the root word.

(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

DIRECTIONS: All these words have had beginnings and endings added to them. Fill in the space that shows the root word.

1. disagreement
   - Ⓐ agreement
   - Ⓑ agree
   - Ⓒ disagree

2. impassable
   - Ⓐ pass
   - Ⓑ passable
   - Ⓒ able

3. indoors
   - Ⓐ doors
   - Ⓑ indoor
   - Ⓒ door

4. unbeatable
   - Ⓐ able
   - Ⓑ beatable
   - Ⓒ beat

5. undoing
   - Ⓐ undo
   - Ⓑ do
   - Ⓒ doing

R 4.103
Given a random list of words in which the first and second letters are the same, the student will be able to arrange the words in alphabetical order.
(Criterion: 4)

English Criterion Reference Test

Reading

NAME ____________________________

DATE ____________________________

DIRECTIONS: Beside each numeral is a list of words. Fill in the space (T) if the words are in alphabetical order. Fill in the space (F) if the words are not in alphabetical order.

---

1. brave
break
bridge
brown
Ⓣ Ⓕ

2. late
last
ladder
land
Ⓣ Ⓕ

3. sharp
ship
shoe
she
Ⓣ Ⓕ

4. take
tail
talk
table
Ⓣ Ⓕ

5. week
welcome
were
wet
Ⓣ Ⓕ

R 4.104
Given a list of words containing some words with related meanings, the student will be able to identify the two words which are synonyms.
(criterion 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

DIRECTIONS: Read the word beside each numeral. Fill in the space beside the word that is a synonym for each word.

---

1 road

- Ⓐ bridge
- Ⓑ river
- Ⓒ sidewalk
- Ⓓ street

2 big

- Ⓐ large
- Ⓑ round
- Ⓒ small
- Ⓓ straight

3 unhappy

- Ⓐ afraid
- Ⓑ lazy
- Ⓒ quiet
- Ⓓ sad

4 spoke

- Ⓐ cried
- Ⓑ screamed
- Ⓒ talked
- Ⓓ whispered

5 frighten

- Ⓐ chase
- Ⓑ scare
- Ⓒ struggle
- Ⓓ yell

R 4.205 R

Given a facsimile of a title page, the student will be able to answer questions on the information it provides.

(Criterion: 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

RED SADDLE MOUNTAIN
A Story of a Black Cowboy
in the Early West

by

Jane Bell and Victoria Downs

Illustrations and maps by
Ellen Thomas and Nick Brown

Wolf Camp Publishing Company
California and New York

DIRECTIONS: Look at the picture of the title page shown and fill in the space that answers each question.

---

1 What is the title of the book?

Ⓐ Early West
Ⓑ Black Cowboy
Ⓒ Red Saddle Mountain
Ⓓ Illustrations and Maps

2 Who wrote the book?

Ⓐ California
Ⓑ Wolf Camp
Ⓒ Ellen Thomas and Nick Brown
Ⓓ Jane Bell and Victoria Downs

3 What is the book about?

Ⓐ a wolf
Ⓑ Jane Bell
Ⓒ Ellen Thomas
Ⓓ a black cowboy

4 What is the name of the company that published the book?

Ⓐ New York
Ⓑ Wolf Camp
Ⓒ Nick Brown
Ⓓ Victoria Downs

5 Which one of the following made maps and pictures for the book?

Ⓐ Cowboy
Ⓑ Jane Bell
Ⓒ Early West
Ⓓ Nick Brown

R 9.206 ES
Given a [illegible] words and a dictionar[illegible] the student will be able to identify the dictionary guide words for each word.
(Criterion: 4)

English Criterion Reference Test
Reading

NAME ______________________

DATE ______________________

DIRECTIONS: Look at the guide words. Fill in the space for the word that would come between these guide words in a dictionary.

1. afraid - against
   - Ⓐ after
   - Ⓑ above
   - Ⓒ aggressive

2. dare - daylight
   - Ⓐ dance
   - Ⓑ dough
   - Ⓒ daughter

3. camera - camper
   - Ⓐ can
   - Ⓑ camp
   - Ⓒ camphor

4. family - fanfare
   - Ⓐ famous
   - Ⓑ fantastic
   - Ⓒ farm

5. pick - picnic
   - Ⓐ piano
   - Ⓑ picture
   - Ⓒ pickle

R 4.207
Given a list of words containing some words with opposite meanings, the student will be able to identify the two words which are antonyms.
(criterion 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

Directions: Read the word beside each numeral. Fill in the space for the word that is an antonym for each word.

---

1 arrive

Ⓐ alone
Ⓑ flew
Ⓒ leave
Ⓓ surprise

2 over

Ⓐ away
Ⓑ end
Ⓒ oven
Ⓓ under

3 different

Ⓐ above
Ⓑ same
Ⓒ some
Ⓓ time

4 far

Ⓐ after
Ⓑ fair
Ⓒ like
Ⓓ near

5 hard

Ⓐ fast
Ⓑ heard
Ⓒ soft
Ⓓ strange

R 4.208
Given two lists, one of prefixes and the other of root words, the student will be able to combine the prefix with the appropriate root word.
(criterion 4)

English Criterion Reference Test
Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Beside each numeral is a prefix. Below it are some root words. Fill in the space for the root word which can be added to the prefix to make a new word.

---

1 re ____________

Ⓐ any
Ⓑ built
Ⓒ job
Ⓓ kind

2 un ____________

Ⓐ dress
Ⓑ ever
Ⓒ may
Ⓓ next

3 dis ____________

Ⓐ agree
Ⓑ scare
Ⓒ seven
Ⓓ welcome

4 im ____________

Ⓐ help
Ⓑ matter
Ⓒ possible
Ⓓ stood

5 a ____________

Ⓐ here
Ⓑ sleep
Ⓒ teeth
Ⓓ tell

R 5.101
[illegible] reading selection
and a [illegible] of events relating
to its content, the student
will be able to place these
events in proper sequence.
(criterion 4)

English Criterion Reference Test

Reading

Name________________________

Date________________________

DIRECTIONS: Read the stories. Look at the list of events below the story. Fill in the space Ⓣ if the order of events is true. Fill in the space Ⓕ if the order of events is false.

Thurgood Marshall is one of the Justices of the Supreme Court of the United States. This is a very important job. The justices have all studied law. They help interpret the Constitution of the United States. They try to protect the rights of all people.

Thurgood Marshall was born in Maryland in 1908. He went to college in Pennsylvania from 1925 to 1929. Justice Marshall married in 1929 and finished law school in 1933. For three years after that he practiced law in Maryland.

Between 1936 and 1961, Justice Marshall worked as a lawyer for the National Association for the Advancement of Colored People (NAACP). In 1961, Thurgood Marshall became a Judge of the U.S. Court of Appeals. Three years later he worked for the Department of Justice. Now he is a Justice of the U.S. Supreme Court.

1 --finished law school

--went to college

--got married

--was born

Ⓣ Ⓕ

2 --worked for NAACP

--became Justice of U.S. Supreme Court

--practiced law in Maryland

--became Judge of the U.S. Court of Appeals

Ⓣ Ⓕ

English Criterion Reference Test

Reading

R 5.101

Bert hurried to get dressed, but he could not find his shoes. He began to look around the room. One shoe was under the bed. But where was the other one? He looked under the chair, and then he looked under his brother's bed.

Bert gave up looking and went into the kitchen. There was his dog with the shoe in his mouth. Bert took his shoe from the dog. He got a glass of milk and drank it down. Then he put his cap on his head, picked up his baseball bat, and ran to meet his friends.

3 --hurried to get dressed

--began to look around the room

--found one shoe under the bed

--looked under the chair

Ⓣ Ⓕ

4 --saw the dog with his shoe

--went into the kitchen

--took his shoe from the dog

--looked under his brother's bed

Ⓣ Ⓕ

5 --got a glass of milk

--put on his cap

--picked up his bat

--ran to meet his friends

Ⓣ Ⓕ

R 5.102
Given a compound word and a set of definitions, the student will be able to identify its definition.
(criterion 4)

English Criterion Reference Test

Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Beside each numeral is a compound word and a list of four definitions. Fill in the space for the best definition of the compound word.

---

1 waterfall

- Ⓐ a pool of water
- Ⓑ to rain very hard
- Ⓒ to slip and fall in some water
- Ⓓ water dropping from a high place

2 doorbell

- Ⓐ hall in front of a door
- Ⓑ door with a little window at the top
- Ⓒ bell that tells you someone wants to come in
- Ⓓ bell that rings when it's time for school to start

3 clockwise

- Ⓐ a way to tell time
- Ⓑ the sound a clock makes
- Ⓒ the direction the hands of a clock move
- Ⓓ a clock that always tells the right time

4 bookcase

- Ⓐ a place to put books
- Ⓑ a store that sells books
- Ⓒ someone who reads many books
- Ⓓ someone who takes care of books

5 overpass

- Ⓐ to throw a ball
- Ⓑ a high test grade
- Ⓒ a bridge over a road
- Ⓓ a pass to get on a bus

R [illegible]103
Give [illegible] list of scrambled chro[illegible]ical events, the student will be able to arrange them in sequential order.
(criterion 4)

English Criterion Reference Test

Reading

Name______________________________

Date______________________________

DIRECTIONS: Beside each numeral is a list of events. Fill in the space Ⓣ if the events are in the order they happened. Fill in the space Ⓕ if the events are not in the order they happened.

---

1 1929 Martin Luther King, Jr. born
1731 Benjamin Banneker born
1908 Thurgood Marshall born
1921 W.E.B. DuBois born

Ⓣ Ⓕ

2 Fri. Sept. 10: Teacher's workshop
Mon. Sept. 13: Classes begin
Fri. Sept. 18: Eye tests
Sat. Sept. 25: Bake Sale

Ⓣ Ⓕ

3 1839 Sacramento founded by John Sutter
1781 Los Angeles founded by Father Junipero Serra
1776 San Francisco founded by Juan Bautista de Anza
1769 San Diego founded by Father Junipero Serra

Ⓣ Ⓕ

4 Sat. Oct. 26: Camping club trip
Fri. Oct. 25: Arts and crafts show
Tues. Oct 22: Football game
Wed. Oct. 23: Class play tryouts

Ⓣ Ⓕ

5 1849 Caroline Anderson, doctor, born
1875 Mary McLeod Bethune, educator, born
1912 Marjorie Lawson, judge, born
1938 Eleanor Norton, lawyer, born

Ⓣ Ⓕ

R 5:204

Given a sentence containing an unfamiliar word and a list of words, the student will be able to use the context of the sentence to identify the word on the list which has the same meaning.

(criterion 4)

English Criterion Reference Test

Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Beside each numeral is a sentence with one underlined word. Look at the four words below the sentence. Fill in the space for the word that means the same as the underlined word.

---

1 It seemed very quiet after the loud noise ceased.

Ⓐ chased
Ⓑ excited
Ⓒ splashed
Ⓓ stopped

2 Ella began to weep, but quickly brushed the tears away.

Ⓐ cry
Ⓑ fall
Ⓒ stretch
Ⓓ wave

3 Pete and J.D. were so hungry they consumed their lunches in just a few minutes.

Ⓐ ate
Ⓑ brought
Ⓒ kept
Ⓓ left

4 Be careful not to injure yourself when you jump from the high bars.

Ⓐ crawl
Ⓑ hurt
Ⓒ miss
Ⓓ think

5 Jed was very tired from doing such strenuous work all morning.

Ⓐ angry
Ⓑ early
Ⓒ hard
Ⓓ large

R 5.205
Given a selection, the student will be able to compare the feelings and attitudes of the main characters.
(criterion 4)

English Criterion Reference Test

Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Read the story. Beside each numeral is a sentence. Below each sentence are some words. Fill in the space for the word that is the best ending for each sentence.

"I got the job!" Mrs. Davis announced. The smile on her face made her look years younger. Lewis stopped playing with his little brothers and got up from the floor. A grin spread over his face at the unexpected good news.

"If I take the 3:20 bus I can get to the hospital by four every afternoon," his mother continued. She looked at the twins, still playing on the floor. "Of course, someone will have to stay with the boys. . . ."

Suddenly Lewis understood. He knew there would not be enough money to pay for someone to stay with the twins. If his mother took the job, he would have to fix their supper, do the dishes, and put them to bed. Every day!

"I won't do it!" he shouted. "It's not fair to make me stay home every day with those kids."

Lewis' mother looked old and worried once more. "I can't see any other way," she said quietly. "I can't take the job if you don't stay with the boys."

The twins, Carl and Clarence, heard only the last part of what their mother said. They began jumping up and down, delighted at the thought that Lewis would be staying with them every afternoon. Lewis couldn't help laughing at them. They looked almost exactly alike as they bounced up and down, begging him to agree. "I suppose I could try it," he said slowly.

1 When Mrs. Davis first told Lewis she got the job, they were both

Ⓐ brave
Ⓑ unhappy
Ⓒ pleased
Ⓓ worried

2 Lewis was upset about staying with his brothers but the twins were

Ⓐ afraid
Ⓑ angry
Ⓒ excited
Ⓓ sorry

3 When Lewis got angry, his mother seemed

Ⓐ cross
③ disappointed
Ⓒ silly
Ⓓ surprised

4 Mrs. Davis wanted to take the job but Lewis

Ⓐ thought they didn't need the money
Ⓑ tried to talk his mother out of working
Ⓒ didn't want to stay with the twins every afternoon
Ⓓ wanted to get a job so his mother wouldn't have to work

5 Mrs. Davis knew Lewis didn't want to stay home every afternoon but she

Ⓐ decided to pay him well for taking care of the boys
Ⓑ got angry when he said he wouldn't watch his brothers
Ⓒ couldn't take the job unless Lewis took care of Carl and Clarence
Ⓓ didn't think Carl and Clarence would [illegible] to stay with anyone e[illegible]

R 5,208
Given a topic, the student will be able to identify which one of these is the best source of information about the topic: a dictionary, an atlas, an encyclopedia, a telephone directory, a magazine, or a catalog.
(criterion 4)

English Criterion Reference Test

Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Beside each numeral is an incomplete sentence. Fill in the space for the word or words that tell the best source of information.

---

1 To find the meaning of a word, you could look in

Ⓐ an atlas
Ⓑ a magazine
Ⓒ a dictionary
Ⓓ a telephone directory

2 To find out about the first man to land on the moon you could look in

Ⓐ an atlas
Ⓑ a catalog
Ⓒ an encyclopedia
Ⓓ a telephone directory

3 If you wanted to call a friend you could find the number in

Ⓐ an atlas
Ⓑ a catalog
Ⓒ a magazine
Ⓓ a telephone directory

4 You might find the price of a new basketball in

Ⓐ a catalog
Ⓑ a dictionary
Ⓒ an encyclopedia
Ⓓ a telephone directory

5 If you wanted to choose which roads to take to travel across the United States, you could look in

Ⓐ an atlas
Ⓑ a catalog
Ⓒ a magazine
Ⓓ an encyclopedia

R 6.101
The student will be able to read a story or paragraph and summarize it by stating the main idea and supporting facts.
(criterion 4)

English Criterion Reference Test

Reading

NAME ____________________________

DATE ____________________________

Suggested Activity

Give student a selection to read and ask him to find the main idea of a designated paragraph or story. Have him find at least two details of the story which support the main idea. One or both of the paragraphs in the following selection may be used.

DIRECTIONS: Read the two paragraphs. Find the main idea and four supporting facts.

If you had been in Africa, standing near Zimbabwe 900 years ago, you may have been watching stonecutters building a large stone temple. They would be fitting the large pieces of stone together so carefully they would need no mortar or mud to hold the stones in place. They were making all the walls curved; they used no straight lines or right angles. When the temple was finished, it was 220 feet wide and 290 feet high. Some of the walls were fourteen feet thick.

The stone temple at Zimbabwe is unusual because buildings made of stone were almost unknown in most of Africa. People used various combinations of mud, leaves, thatch, and poles for their buildings. These materials were common and could be put together quickly. But the people of Zimbabwe used stone. It's interesting to wonder why.

English Criterion Reference Test

English

R 6.101

1. Main Idea

   Ⓐ A stone temple was built in Africa 900 years ago.

   Ⓑ Zimbabwe stone cutters fit stone together carefully.

   Ⓒ All African temples have curved walls.

2. Supporting Fact

   Ⓐ There are many stone temples in Africa.

   Ⓑ Zimbabwe is in Africa.

   Ⓒ Stonecutters used no straight lines or right angles.

3. Supporting Fact

   Ⓐ Mortar and mud was needed to hold the stones in place.

   Ⓑ No mortar or mud was needed to hold the stones in place.

   Ⓒ The stones fit loosely.

4. Supporting Fact

   Ⓐ All the walls were curved

   Ⓑ All the walls were angular

   Ⓒ Some of the walls were curved and some were angular

5. Supporting Fact

   Ⓐ Most buildings in Africa are made of stone.

   Ⓑ Most buildings in Africa are made with mud, leaves, thatch, and poles.

   Ⓒ Stone temples were not common in Africa.

R 6.102
The student will be able to read and interpret facts from a map. (Criterion: 4)

English Criterion Reference Test

Reading

NAME ______________________

DATE ______________________

DIRECTIONS: Use the map to answer the questions below. Fill in the space that shows the answer you choose.

---

1 Which of these cities is north of the California capital?

Ⓐ Barstow Ⓒ San Jose
Ⓑ Merced Ⓓ Weed

2 Which of these cities is between San Luis Obispo and Santa Barbara?

Ⓐ Bakersfield Ⓒ San Bernardino
Ⓑ Los Angeles Ⓓ Santa Maria

3 Which of these cities is not close to the Pacific Ocean?

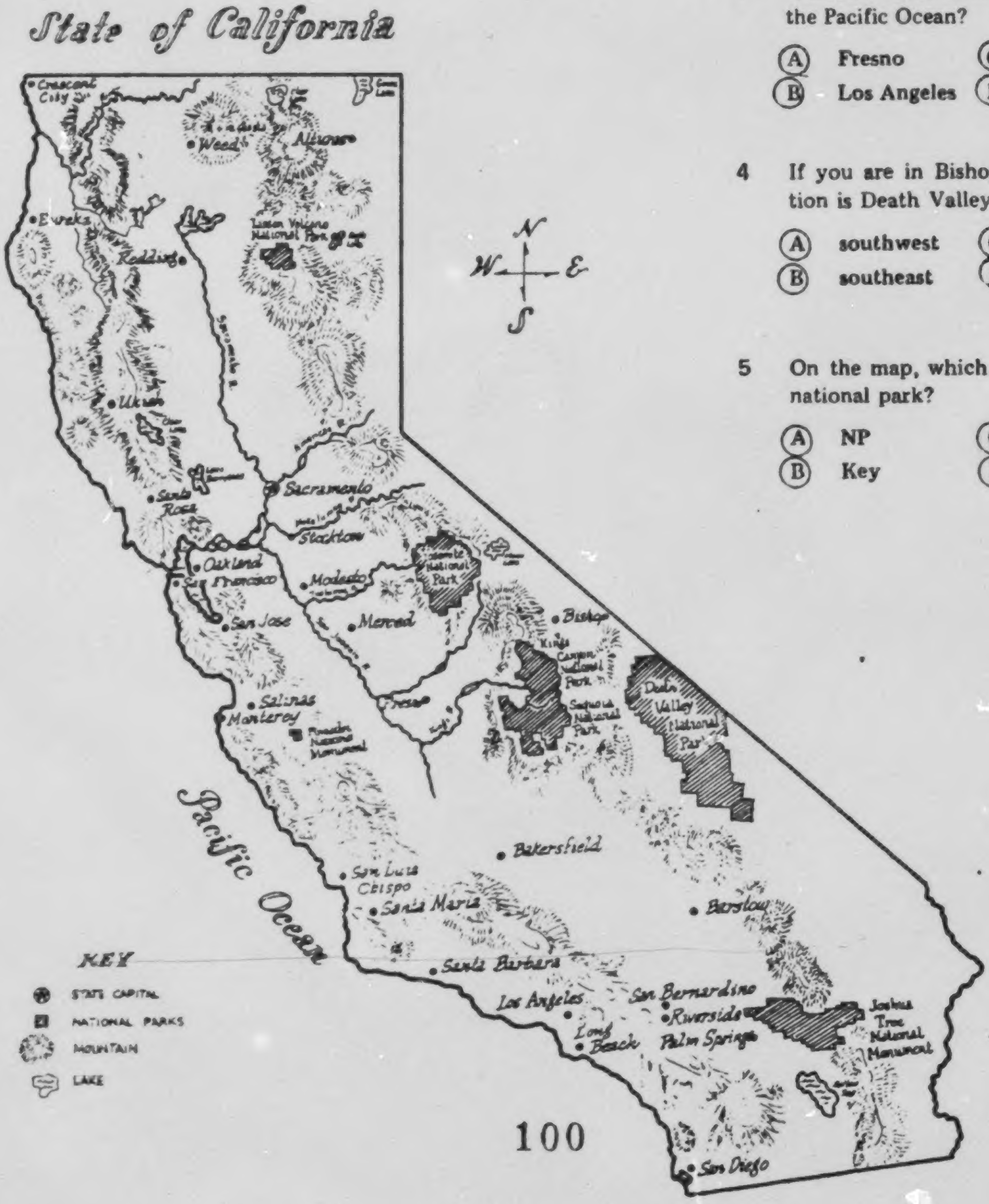
Ⓐ Fresno Ⓒ Monterey
Ⓑ Los Angeles Ⓓ San Diego

4 If you are in Bishop, which direction is Death Valley?

Ⓐ southwest Ⓒ northwest
Ⓑ southeast Ⓓ northeast

5 On the map, which of these means national park?

Ⓐ NP Ⓒ ▨
Ⓑ Key Ⓓ •


State of California
Crescent City
Weed
Alturas
Eureka
Redding
Lassen Volcanic National Park
Ukiah
Santa Rosa
Sacramento
Stockton
Oakland
San Francisco
Modesto
Yosemite National Park
San Jose
Merced
Bishop
Kings Canyon National Park
Sequoia National Park
Death Valley National Park
Fresno
Salinas
Monterey
Pinnacles National Monument
Pacific Ocean
Bakersfield
San Luis Obispo
Santa Maria
Barstow
Santa Barbara
Los Angeles
Long Beach
San Bernardino
Riverside
Palm Springs
Joshua Tree National Monument
San Diego
N
W
E
S
KEY
STATE CAPITAL
NATIONAL PARKS
MOUNTAIN
LAKE

R 6.103 The student will be able to read and interpret facts from a chart. (Criterion: 4)

English Criterion Reference Test

Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Use the chart to answer the questions below. Fill in the space that shows the answer you choose.

PANCAKE EATING CONTEST

NAMES	5	6	7	8	9	10	11	12	13	14	15
	NUMBER OF PANCAKES EATEN										
Angela						X					
Curtis				X							
Gene											X
Helena					X						
Jenny			X								
Louis									X		
Miguel					X						
Shirley	X										
Stumpy							X				

1 Who ate the most pancakes?

Ⓐ Gene
Ⓑ Helena
Ⓒ Miguel
Ⓓ Shirley

2 Who ate seven pancakes?

Ⓐ Curtis
Ⓑ Jenny
Ⓒ Louis
Ⓓ Stumpy

3 How many pancakes did Angela eat?

Ⓐ 8
Ⓑ 9
Ⓒ 10
Ⓓ 11

4 Which two persons ate the same number of pancakes?

Ⓐ Louis and Gene
Ⓑ Jenny and Curtis
Ⓒ Helena and Miguel
Ⓓ Stumpy and Angela

5 How many persons were in the Pancake Eating Contest?

Ⓐ 1
Ⓑ 5
Ⓒ 9
Ⓓ 15

Bilingual Education - Hayward Unified School District

R 6.204
The student will be able to read an article, extract facts, and use these facts in completing a simple outline.
(Criterion: 4)

English Criterion Reference Test

Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Read the article and look at the outline below it. Following the outline are some questions. Fill in the space that shows the answer you choose.

Since earliest times, man has wanted to find out about the sea. Divers could not go very deep because they had to keep coming up for air. They needed some way to breathe underwater.

Many tools have been invented to help people stay underwater longer. One of the first tools was the diving bell, which looked like an upside-down barrel. When the diver needed air, he swam to the diving bell and put his head inside to breathe. Another invention, the diving suit, lets the diver move about more freely. Air is pumped into the suit so the diver doesn't have to keep coming back to one place to breathe. With scuba gear the diver has even more freedom. Air is carried in tanks on the diver's back so he can travel without any air lines.

The invention of the submarine allowed groups of people to travel together underwater. The first submarine, built by Drebbel in 1620, was made of leather. Men rowed it underwater to make it go. By 1955, atomic submarines had been built. They can remain underwater for months.

Knowledge gained in building submarines has helped in building places called "sealabs," where people are learning to live underwater for long periods of time. With the help of scuba gear, "sealab" crews can spend their days outside the "sealab" learning how materials from the ocean can help enrich our lives.

I Problems of early divers
  A ____________________
  B Needed a way to breathe underwater
II Tools of the diver
  A Diving bell
    1 Like an upside-down barrel
    2 Diver put his head inside to breathe
  B ____________________
    1 Lets divers move more freely
    2 Air pumped into it
  C Scuba Gear
    1 Air in tanks on diver's back
    2 Diver can travel without air lines
III Submarines
  A ____________________
    1 Built by Drebbel
    2 Made of leather
    3 Moved by men rowing
  B Submarines today
    1 Atomic powered
    2 ____________________
IV ____________________
  A Let people live underwater
  B Help find new uses for ocean materials

English Criterion Reference Test
Reading

R 6.204

1 Which of the following belongs next to I A in the outline?

Ⓐ Rowed it underwater
Ⓑ Could not go very deep
Ⓒ Allowed groups to travel
Ⓓ Air pumped into the suit

2 Which of the following belongs next to II B in the outline?

Ⓐ Drebbel
Ⓑ Submarines
Ⓒ Diving suit
Ⓓ Upside-down barrel

3 Which of the following belongs next to III A in the outline?

Ⓐ Divers
Ⓑ "Sealabs"
Ⓒ Scuba gear
Ⓓ First submarine

4 Which of the following belongs next to III B 2 in the outline?

Ⓐ Made of leather
Ⓑ Rowed underwater
Ⓒ Used as a diving suit
Ⓓ Stay underwater for months

5 Which of the following belongs next to IV in the outline?

Ⓐ Scuba
Ⓑ Drebbel
Ⓒ "Sealabs"
Ⓓ Diving bell

R 6.205

Felipa looked at the clock. It was five o'clock. She knew she had to go to a meeting at six. There was plenty of time. Just then Felipa's friend, Susana, called on the telephone. "Felipa, you were supposed to come and get me before six. It's after six now. We're late."

"My clock stopped," said Felipa. "It still says five. I'll be right over."

4 Felipa was late because

Ⓐ the clock stopped
Ⓑ her friend called her
Ⓒ the meeting started early
Ⓓ she forgot about the meeting

Max and Ricardo sold newspapers every day. One morning there was a very important news story; everyone wanted to buy a paper. But some of Max and Ricardo's best customers didn't get a newspaper that morning.

5 Some people didn't get a newspaper because Max and Ricardo probably

Ⓐ quit their jobs
Ⓑ lost the newspapers
Ⓒ ran out of newspapers
Ⓓ wouldn't sell them one

R 6.205
Given a selection to read, the student will be able to choose the best statement of cause and effect from a list supplied. (Criterion: 1)

English Criterion Reference Test

Reading

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each of the five stories. Then find the answer that makes the best statement of cause and effect. Fill in the space that shows the answer you choose.

Julio went to the kitchen for a drink of water. He let the water run a long time so it would be very cold. Then he saw water all over the floor. "The pipes are new. They shouldn't be leaking," thought Julio. He looked under the sink and found that the pipes were not joined tightly, and the water was running onto the floor. Julio turned off the water and ran to find someone to help him fix the pipes.

1 Ⓐ The pipes were leaking because they were too old.
Ⓑ The pipes were leaking because the water was too hot.
Ⓒ There was water on the floor because the pipes were leaking.
Ⓓ There was water on the floor because Julio spilled a glass of water.

Carmen went to the backyard and dug a hole in the rich, dark earth on the sunny side of the house. She planted a tomato plant in the hole. She watered it the first day. But the next day there was a picnic, and she forgot all about the tomato plant. The third day, Carmen was so busy with her friends that she didn't give a thought to the tomato plant. The weather had been hot and dry all week. When Carmen finally remembered to water her new plant, it was too late. The tomato plant was dead.

2 The tomato plant died because
Ⓐ someone picked a tomato
Ⓑ it didn't have enough sun
Ⓒ it didn't get enough water
Ⓓ Carmen's friends stepped on it

Parker was driving home late at night on a dark, country road. It was cold and windy outside. Parker was sleepy and just wanted to get home in a hurry. The car slowed down and stopped. "Oh no!" said Parker. "Out of gas. Guess I'll have to sleep in the car until morning. I'll never find a gas station now."

3 Ⓐ The car stopped because it was too cold.
Ⓑ The car stopped because it was out of gas.
Ⓒ Parker stopped the car because he wanted to sleep.
Ⓓ Parker was driving home late because he was tired.

R 6.206
Given a reading selection of factual material, the student will be able to identify its key words which may be used to locate additional information in an encyclopedia.
(criterion 4)

English Criterion Reference Test

Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Read the paragraph. In it there are key words you would use to guide you in finding additional information in an encyclopedia. In each of the five sets of words below find one of the key words. Mark the space for the word you choose.

People from many different ethnic groups live in California. How much do you know about the history, culture, religion, and customs of Black Americans or Mexican-Americans? How much do you know about the people from Korea, Japan, China, and Vietnam who now make their homes in California? What do you know about Buddhism, Islam, or Judaism? Did you know they are religions?

1. Ⓐ United States
Ⓑ America
Ⓒ California

2. Ⓐ homes
Ⓑ customs
Ⓒ Mexican-Americans

3. Ⓐ Black Americans
Ⓑ culture
Ⓒ Jamaica

4. Ⓐ Cambodia
Ⓑ Vietnam
Ⓒ Samoa

5. Ⓐ religion
Ⓑ Islam
Ⓒ Shinto

R 6.207
Given a selection, the student will be able to identify it as a: biography, autobiography, fairytale, myth, or tall tale.
(Criterion: 4)

English Criterion Reference Test

Reading

NAME ____________________

DATE ____________________

DIRECTIONS: Read each passage. Read the sentence below it. Fill in the space that tells the best ending for the sentence.

"Go!" said Apollo, with an angry frown. "Kill the roaring beast. Bring me his great white teeth and a fire lighted from his burning breath. Then I shall let the sunlight shine upon the earth once again."

1 This passage is probably from a

Ⓐ myth Ⓑ riddle Ⓒ biography Ⓓ nursery rhyme

"You have done a foolish thing!" the frog cried. "Quickly, step into the magic circle. There is still time for me to save you."

Alexander jumped into the circle. There was a great flash of lightning as he closed his eyes, shivering with fright. When he opened them again, there stood the palace, as if it had never disappeared. And the frog, you ask? She was gone, never to be seen again.

This passage is probably from

2 Ⓐ a poem Ⓑ an article Ⓒ an editorial Ⓓ a fairy tale

Once there was a farmer who was so strong he could pick up huge rocks with one hand. When he cleared his land, he tossed the rocks out of his way. Sometimes he threw them into the next state.

One day it was so hot that he wanted to swim in the lake, but it was too far away. He decided to go to work. First he dug a hole the size of the lake. Then he picked up a giant rock and threw it at the lake. So much water splashed out of the lake that it filled up the hole he had dug. He spent the rest of the day swimming in his own lake.

3 This passage is probably from

Ⓐ a play Ⓑ a tall tale Ⓒ a riddle Ⓓ an editorial

I was born in 1960 in the city of Los Angeles. When I was seven, I began learning to play the guitar. Soon I was playing music with friends from school. Last year we won a city-wide contest and now we play on TV once a week.

4 This passage is probably from

Ⓐ a legend Ⓑ a biography Ⓒ an autobiography Ⓓ a nursery rhyme

R 6.207

John Muir was born in 1838. He spent his life learning about the out-of-doors. He took walking trips as long as 1000 miles across the United States. He studied forests and glaciers, which are huge ice fields moving across the land. He helped start the National Park System, which helps keep land in its natural state. Yosemite is one of the parks he helped save for everyone to enjoy.

5 This passage is probably from

Ⓐ a play Ⓑ a poem Ⓒ a biography Ⓓ an autobiography

APPENDIX III

Kindergarten thru Sixth Grade Spanish Reading Criterion Reference Tests

R O.I01
Given a series of three oral directions, the student will be able to follow these directions in the proper sequence.
(criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

Teacher-Observed Pupil Performance Objective

Instrucciones

Dígale "Haz estas cosas en el orden que te diga". Léale al estudiante todas las oraciones antes de que él comienze a responder.

1. Vé al pizarrón

   Levanta el gís

   Pon una mafca en el pizarrón

2. Camina hacia la puerta

   Aplaude tres veces

   Regresa a tu lugar brincando

3. Recoje la pelota

   Rebota la pelota

   Hueda la pelota hacia mí

4. Párate derecho

   Pon tus brazos arriba de tu cabeza

   Tócate la punta de los dedos de tus pies

5. Camina hacía la mesa.

   Brinca alrededor.

   Camina hacía mí.

R 0.102

Given three oral words, the student will be able to repeat the series orally.

(criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________

FECHA ______________________

Teacher-Observed Pupil Performance Objective

Instrucciones

Dé al estudiante tres palabras oralmente. El estudiante deberá repetir las palabras en el mismo orden que usted se las ha dado. Si el estudiante no escuchó, repita otro conjunto.

Ejemplos:

1. **perro**

   gato

   vaca

2. **leche**

   pera

   pan

3. **cuchara**

   taza

   plato

4. **pelota**

   globo

   bicicleta

5. **silla**

   mesa

   ventana

R 0.103

After listening to a story, the student will be able to retell the events.

Spanish Criterion Reference Test
Reading

Nombre ______________________

Fecha ______________________

Teacher-Observed Pupil Performance Objective

INSTRUCCIONES:

Cuéntele o léale el cuento al estudiante. Haga que le relate por lo menos tres eventos del cuento.

Ejemplo:

Lupita se estaba vistiendo para ir a una fiesta. Se puso un vestido azul y unos zapatos negros. No podía encontrar su listón azul. Lo buscó y lo buscó, pero no lo pudo hallar. De repente vió a su perrito y allí estaba su listón azul - ¡ en la boca de Latoso!

R 0.104

Given a word and instruction to listen for the beginning sound, the student will be able to orally supply another word with the same beginning consonant sound.
(criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________

FECHA ______________________

Teacher-Observed Pupil Performance Objective

Instrucciones

Pídale al estudiante que le diga una palabra que comienze con el mismo sonido de consonante de la palabra que usted le dé oralmente.

Ejemplos:

1. casa
2. sombrero
3. pato
4. mamá
5. dedo

R 0.20

After listening to a story the student will be able to retell the events in sequence.

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

Teacher-Observed Pupil Performance Objective

Instrucciones

Cuéntele o léale un pequeño cuento al estudiante. Haga que le relate en secuencia de sucesos tantos eventos como le sean posibles.

Ejemplo:

Era mucho trabajo para Jaime cuidar de su hermanita. Una vez se tardó quince minutos en encontrar el osito de peluche que ella quería. Jaime sabía que ella lloraría hasta que el encontrara el osito; buscó por todas partes, hasta debajo de la cama. Finalmente lo encontró, pero ustedes nunca adivinarán donde lo encontró-en el refrigerador.

R 0.206

Given a card on which a square, rectangle, triangle, or circle appears, the student will be able to reproduce its likeness.

(criterion: 4)

Spanish Criterion Reference Test
Reading

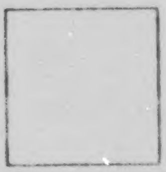
NOMBRE ______________________________

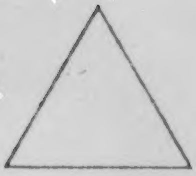
FECHA ______________________________

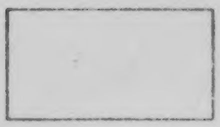
Teacher-Observed Pupil Performance Objective

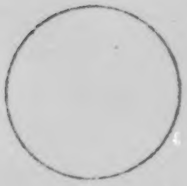
Instrucciones

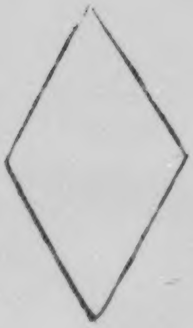
Haga que el estudiante dibuje las siguientes figuras geométricas











R 0.207

Given a pattern, the student will be able to complete the pattern in a left-to-right progression.

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

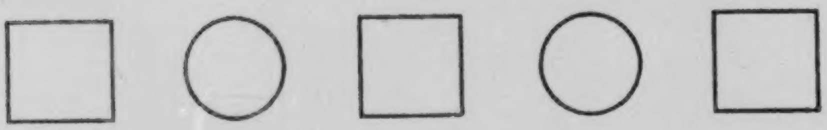
FECHA ______________________________

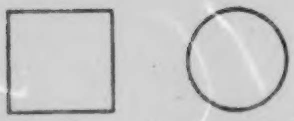
Teacher-Observed Pupil Performance Objective

Instrucciones

Enseñe al niño el juego completo de figuras geométricas. Enseguida déle el mismo juego pero incompleto. Pídale al estudiante que complete de dibujar las figuras que faltan.

Ejemplo:





Spanish Criterion Reference Test
Reading

R 0.208

Instrucciones:

1 DIGA: Señala la cuchara. Mira el dibujo que está enseguida, fíjate en el resto de los dibujos. Ahora marca una cruz en el dibujo que empieza con la misma letra del primer dibujo.

2 DIGA: Ahora señala la flor. Mira el dibujo que está enseguida, fíjate en el resto de los dibujos. Ahora marca con una cruz el dibujo que empieze con el mismo sonido del primer dibujo enseguida de la flor.

3 DIGA: Ahora señala las uvas. Mira el dibujo que está enseguida, fíjate en el resto de los dibujos. Ahora marca con una cruz el dibujo que empieze con el mismo sonido del primer dibujo enseguida de las uvas.

4 DIGA: Ahora señala el vaso. Mira el dibujo que está enseguida, fíjate en el resto de los dibujos. Ahora marca con una cruz el dibujo que empieze con el mismo sonido del primer dibujo enseguida del vaso.

5 DIGA: Ahora señala la vela. Mira el dibujo que está enseguida, fíjate en el resto de los dibujos. Ahora marca con una cruz el dibujo que empieze con el mismo sonido del primer dibujo enseguida de la vela.

R 0.208

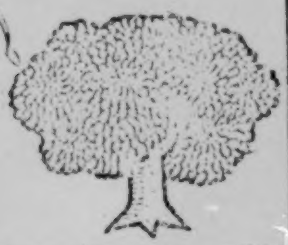
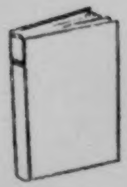
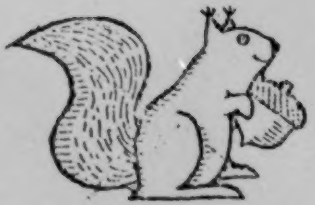
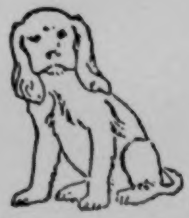
Given a picture of an object, the student will be able to match it to another that begins with the same sound.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

1

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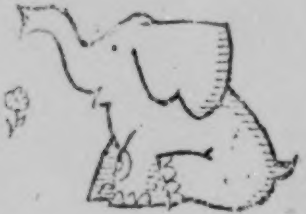
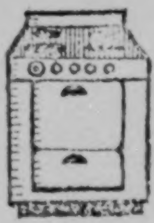
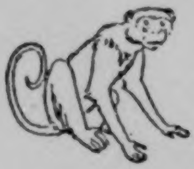
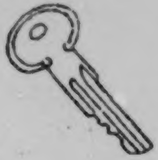

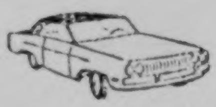
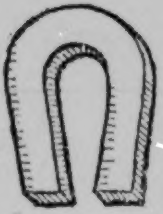
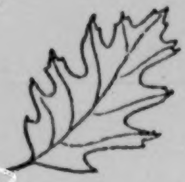

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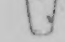
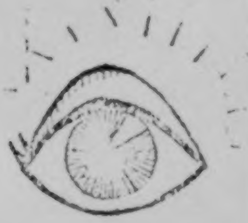
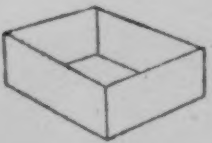
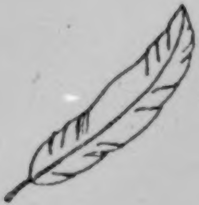
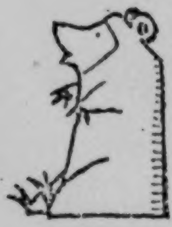

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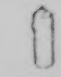
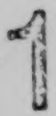
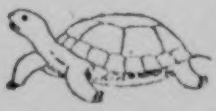
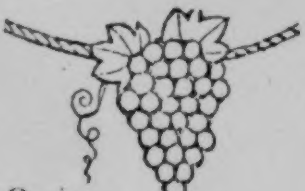
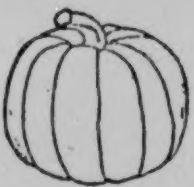






R 1.101

Given a pair of words orally, the student will be able to orally state whether the words in that pair begin with the same or different vowel sound.

(criterion: 4)

Spanish Criterion Reference Test
Reading

Nombre ______________________________

Fecha ______________________________

Teacher-Observed Pupil Performance Objective

INSTRUCCIONES:

Léase un conjunto de palabras al estudiante. Pídale al estudiante que le diga si las dos palabras empizan con el mismo o diferente sonido de vocal.

1.	anillo	azul
2.	entero	iglesia
3.	uvas	habas
4.	oso	ola
5.	imán	isla

R 1.103

Given an oral word and one of its consonant sounds, the student will be able to orally identify the position of that consonant sound within the word.

(criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

Teacher-Observed Pupil Performance Objective

Instrucciones

Déle al niño oralmente una palabra y haga que identifique dónde oye el sonido de la letra en los ejemplos:

1. (t) **letra**
2. (r) **rompe**
3. (p) **pluma**
4. (l) **pelo**
5. (r) **saltar**

R 1.205

Make new words by substituting initial consonant.

(criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

Instrucciones

Pida al estudiante que se fije en las dos palabras de cada serie. La palabra que está cerca de cada número está completa. Pídale que a la siguiente palabra la complete con la consomante que falta para hacer una palabra nueva.

1. palo ________ alo

2. gato ________ ato

3. piña ________ iña

4. sana ________ ana

5. como ________ omo

R 1.206

Given a picture with a list of simple sentences, the student will be able to select the sentence which best describes the illustration.

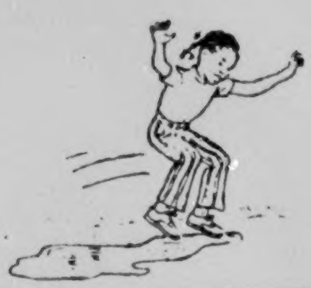
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ________________________

FECHA ________________________

1

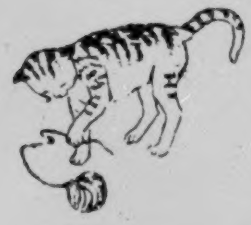


María puede brincar

María corre pronto

María puede trabajar

2

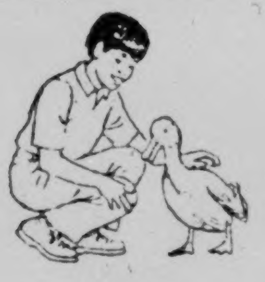


El perro corre

El gato juega

El gato se fue

3

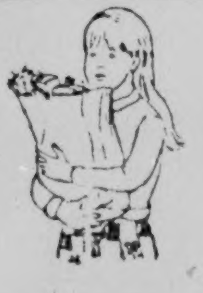


El niño tiene un pato

El niño está en una fiesta

El niño hace un pastel

4

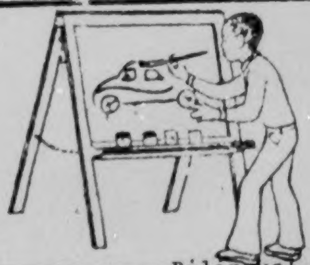


Rosa tiene una bolsa grande

Rosa está en la casa

Rosa va en un tren

5



Juan está sentado

Juan pinta

Juan corre a su casa

Instrucciones

Escoje la oración que corresponda al dibujo y subráyela.

R 2.102
Given a [illegible] with a key word missing, the student will be able to supply the missing word by using the context of the sentence.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

1. Juan cumple cinco ________ hoy.

2. Hace frío en el cuarto porque María dejó la puerta ____________.

3. Carmen buscó su abrigo, pero no lo pudo ____________.

4. El libro está ____________ de la caja.

5. La carreta no es bastante ___________ para que todos los niños se sienten.

Spanish Criterion Reference Test
Reading

INSTRUCCIONES

1. DIGA: Encuentra el número 1. Al lado del número 1 hay una frase que le falta una palabra. Piensa en la palabra que mejor termina esta frase y escríbela.

2. DIGA: Encuentra el número 2. Piensa en la palabra que mejor termina esta frase y escríbela.

3. DIGA: Encuentra el número 3. Piensa en la palabra que mejor termina esta frase y escríbela.

4. DIGA: Encuentra el número 4. Piensa en la palabra que mejor termina esta frase y escríbela.

5. DIGA: Encuentra el número 5. Piensa en la palabra que mejor termina esta frase y escríbela.

R 2.207

Given pairs of words the student will be able to identify the pair whose meanings are the same or mean the same

(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

1.	caja	mira	viejo
	cama	ve	nuevo
2.	viejo	arriba	venir
	antiquo	abajo	ir
3.	alegre	aquí	lindo
	triste	alla	bonito
4.	brinca	derecha	cerca
	salta	izquierda	lejos
5.	temprano	sí	pequeño
	tarde	no	chiquito

R 2.103
Given a familiar word in which an ending has been added to the root, the student will be able to identify the root word.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

Instrucciones

Enseguida encontrarás una serie de palabras a las que se les ha agregado una terminación. Encierra en un círculo la palabra simple eliminando la terminación.

Ejemplo:

1. papeles
2. cajas
3. decirles
4. hacerlo
5. ratoncito

Spanish Criterion Reference Test

Reading

INSTRUCCIONES

1. DIGA: Encuentra el número 1. Mira a los pares de palabras. Encuentra el par en que las dos palabras tienen el mismo sentido. Haz un círculo alrededor de esas palabras.

2. DIGA: Encuentra el número 2. Haz un círculo alrededor de las dos palabras que tienen el mismo sentido.

3. DIGA: Encuentra el número 3. Haz un círculo alrededor de las dos palabras que tienen el mismo sentido.

4. DIGA: Encuentra el numero 4. Haz un círculo alrededor de las dos palabras que tienen el mismo sentido.

5. DIGA: Encuentra el número 5. Haz un círculo alrededor de las dos palabras que tienen el mismo sentido.

R 2.208
Given pairs of words the student will be able to identify the pair whose meanings are opposite
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

Instrucciones

Enseguida encontrarás, después de cada número, pares de palabras con significado opuesto. Encierra en un círculo el par de palabras en cada serie que sean de significado opuesto.

Ejemplo:

1.	mejor bueno	primero uno	prendido apagado
2.	pare siga	amigo animal	pera para
3.	blanco negro	bajo banda	rápido siempre
4.	antes después	fuera lejos	para con
5.	primero último	uno dos	hogar hombre

Bilingual Education - Hayward Unified School District

R 2.209
Given a story to read, the student will be able to identify its main idea.
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

1. A mi me gusta la lluvia. Hace que todo crezca y se vuelve verde. Cuando llueve las luces de la calle se ven bonitas. Me gusta el sonido de la lluvia en la ventana. Ni siguiera me importa si me mojo.

    mojandose
    porque me gusta la lluvia
    porque me gustan las luces bonitas

2. Joaquín subió los escalones de la escuela. Empezó a sonar la campana. Joaquín llegaba tarde. Corrió por el pasillo pero la puerta estaba cerrada.

    Joaquín llegó tarde.
    La campana hizo mucho ruido.
    Joaquín subió los escalones.

3. A Carmen le gusta guardar cosas en su bolsillo. Tiene un anillo, una cajita y de vez en cuando un centavo. A Carmen también le gusta, poner su mano en su bolsillo. Asi nadie sabe lo que tiene guardado en el.

    Carmen tiene un anillo y una caja.
    Carmen tiene mucho dinero en su bolsillo.
    A Carmen le gusta guardar cosas en su bolsillo.

4. Es facil encontrar el apartamento donde yo vivo, dijo Ana. Te bajas del autobús en la Avenida del Sol. Luego busca un gran edificio rojo. Es el número 121. Vivo en el apartamento B del último piso.

    viajando en autobús
    buscando la Avenida del Sol
    encontrando el apartamento de Ana

Spanish Criterion Reference Test
Reading

5. El sábado es el mejor dia de la semana. No tienes que ir a la escuela. Si quieres puedes jugar con tus amigos o quedarte en cama. ¡Qué lástima que todos los dias no son como el sábado!

El sábado es el mejor dia.
El sábado es el dia de quedarse en cama.
Todos los dias son como el sábado.

INSTRUCCIONES

DIGA: Lee los cuentos. Debajo de cada cuento hay tres oraciones. Marca el espacio que indica la oracion que dice de que se trata el cuento.

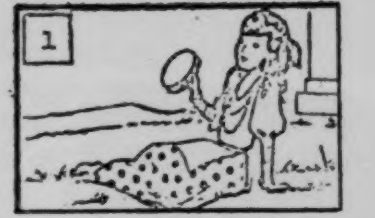
R 2.210 S
The child will be able to identify words with the sound /ʒ/ represented by the letter g and j.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

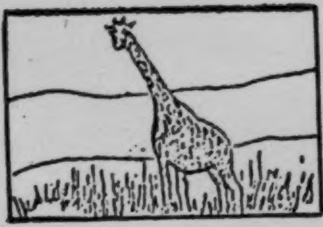
FECHA ______________________________

1.



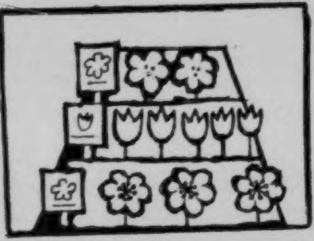
_itana

2.



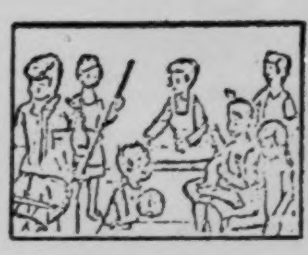
_irafa

3.



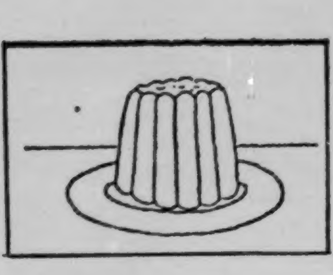
_ardín

4.



_ente

5.



_elatina

Instrucciones

Abajo de cada dibujo encontrarás una palabra incompleta. Escribe la letra que falta en el espacio correspondiente usando j o g según el caso.

R 2.211 S
Child will be able to
identify different letters
for the same sound by writing
the correct letter in the space
next to the word and picture.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

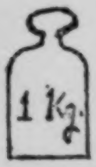
NOMBRE ____________________

FECHA ____________________

Instrucciones

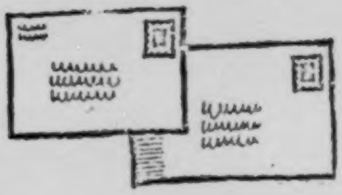
Enseguida encontrarás varios dibujos y una palabra incompleta en cada dibujo. Pon la letra correcta para completar la palabra, según el dibujo.

1.



___ilo

2.



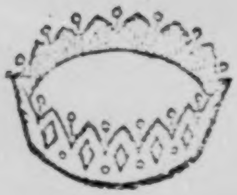
___artas

3.

15

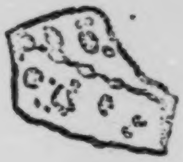
_____uince

4.



___orona

5.



___ueso

R 2.212 S
The child will be able to identify words with the sound /g/ represented by the combination sound of gue-gui.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ________________________________

FECHA ________________________________

Instrucciones

Escribe las letras que faltan para completar la palabra.

1. g___ ___ tarra

2. g___ ___ sado

3. Mig___ ___l

4. g___ ___ rra

5. mereng___ ___

R 3.102

Given a short story to read the student will be able to identify the correct title from a group of possible titles.

(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

Instrucciones

Enseguida encontrará una serie de cuentos. Pídale al estudiante que los léa y que marque el espacio que indica el mejor título para cada cuento.

Ejemplo:

1. Rita miró el reloj. Era casi hora de salir hacia la escuela. Se alistó. Enseguida encontró sus libros y fue hacia la puerta.

   Ⓐ Libros de la escuela.

   Ⓑ El relój de la escuela.

   Ⓒ Preparándose para ir a la escuela.

---

2. Empezaba a llover. La gente corría a encontrar un lugar donde refugiarse. La lluvia produjo un fuerte ruido en la ventana. Pronto hubo agua por las calles.

   Ⓐ La lluvia.

   Ⓑ Corriendo hacia el trabajo.

   Ⓒ Agua para tomar.

---

3. David nunca había visto tantos pájaros en el parque. El los veía comer. De repente un fuerte ruido los hizo volar del parque. El trato de contarlos al tiempo que volaban.

   A El avión.

   B Un día en el Zoológico.

   C Viendo los pájaros.

---

4. El Tío Enrique envió un nuevo animalito a Susana. Ella abrió la caja. Había un pequeño perrito. Susana puso a su perrito en el piso. El no hizo nada por irse.

   A Gatitos.

   B Un nuevo animalito.

   C Buscando un perrito.

---

5. Pepe siempre tuvo miedo de visitar nuevos lugares. Una véz más tenía que hacer un viaje. Aquí tenía el rancho y los animales. Pero esta véz iría a vivir a la ciudad. Se volvió a echarle una última mirada a su vieja casa. Se llegaba el momento de irse.

   A Pepe se va del rancho.

   B Un día en la escuela.

   C Dando de comer a los animales.

R 3.10 Given a story and a set of sentences, the student will be able to select the sentence most accurately describing the events of the story.
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

INSTRUCCIONES: Lee **cada** cuento. Debajo del cuento hay tres oraciones. Marca el espacio que indica la oración que dice de que se trata.

1. Aqui hay una **cajita** llena de sorpresas para ti, dijo Tito. Carlos se sonrió y **abrió** la cajita. Vio una pluma azul y un carrito verde. Se apuró para sacar las otras cositas. Qué serían?

   Ⓐ Los muchachos hicieron una casa de cartón.

   Ⓑ Tito le dio algo a Carlos.

   Ⓒ Carlos encontró un nido de pájaro.

2. Matilde vivía en una ciudad. Su clase fue a visitar una granja por primera vez. Vieron un establo. Ayudaron a darles de comer a los pollitos y a los caballos. Acariciaron a las obejitas.

   Ⓐ Matilde vivía en el campo.

   Ⓑ Los niños se enteraron de lo que hay en una granja.

   Ⓒ Todos los niños montaron a caballo.

3. Corran cuando yo diga empiezen dijo Juanito. El niño o la niña que corra mas rápido ganará un premio. Juanito dijo ¡empiezen! Los niños **empezaron** la carrera.

   Ⓐ Juanito podía correr rápido.

   Ⓑ Juanito le dio un premio a la niña.

   Ⓒ Juanito esta empezando una carrera.

4. David y Catalina nunca habían visto la nieve. Su amiga nueva, Carolina, dijo que la nieve era muy fría. Le gustaba jugar en ella, pero le gustaba California mejor. En California los niños pueden jugar afuera casi todo el año.

   Ⓐ Catalina quería jugar adentro.

   Ⓑ Una amiga nueva les contó de la nieve.

   Ⓒ A David y Catalina les gustaba la nieve.

5. Vamos a llevar comida al parque dijo el Sr. García a su familia. Haremos un fuego en el bracero. Después cada uno se cocinará su propio almuerzo.

Ⓐ La familia fue al parque en autobús.

Ⓑ El Sr. García iba a cocinar el desayuno.

Ⓒ La familia iba al parque para almorzar.

R 3.1(

Given a word, the child will be able to identify its synonym from a series of words.

(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ____________________

FECHA ____________________

Enseguida encontrará una serie de ejercicios de sinónimos. Pídale al estudiante que encuentre el sinónimo de la palabra que esta enseguida de cada número. Pídale que marque el espacio que indica la respuesta correcta.

Ejemplo:

1. calle:
   - (A) luz
   - (B) camino
   - (C) raro

2. rápido:
   - (A) bastante
   - (B) pronto
   - (C) quieto

3. empezar:
   - (A) caer
   - (B) porque
   - (C) comenzar

4. bella:
   - (A) bonita
   - (B) sabrosa
   - (C) caliente

5. ruido:
   - (A) tener
   - (B) hacer
   - (C) sonido

R 2 [illegible] 7
Given [illegible] ular for
a word, [illegible] tudent wi
able to convert it in
plural form.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

INSTRUCCIONES:

Pídale al estudiante que marque el espacio que indica la letra o letras que convierte la palabra al plural.

Ejemplo:

1. Pastel Ⓐ s Ⓑ es

2. Cuento Ⓐ s Ⓑ es

3. Carro Ⓐ s Ⓑ es

4. Juego Ⓐ s Ⓑ es

5. Hombre Ⓐ es Ⓑ s

R 3.208 Given a three-syllable word, the student will be able to divide it into syllables. (Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

INSTRUCCIONES

Cada una de las siguientes palabras está formada por tres sílabas. Marca el espacio que indica la palabra que está dividida en las tres sílabas correctas.

1. espada

Ⓐ e/spa/da

Ⓑ es/pad/a

Ⓒ es/pa/da

2. cuidado

Ⓐ cu/id/ado

Ⓑ cui/da/do

Ⓒ cuid/a/do

3. tomate

Ⓐ to/mat/e

Ⓑ to/ma/te

Ⓒ tom/a/te

4. tamales

Ⓐ tam/a/les

Ⓑ ta/mal/es

Ⓒ ta/ma/les

5. muñeca

Ⓐ mu/ñe/ca

Ⓑ muñ/e/ca

Ⓒ mu/ñec/a

R 3.20

Given a paragraph with an underlined unfamiliar word, the student will be able to read the paragraph and from its context be able to identify the definition of the word.
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________

FECHA ______________________

Pida al estudiante que lea el siguiente cuento. Enseguida de cada número hay una palabra subrayada. De las tres palabras pídale que marque el espacio que indica la palabra o frase que mejor termina la oración.

Ejemplo:

Joaquín va a la escuela. Pero Joaquín, como muchos otros niños no se va directamente a su casa después de sus clases. Se detiene a ver los aparadores de las tiendas y luego se pone a andar sobre la baranda de una casa. Joaquín empieza a sentirse abandonado, cuando en ese momento Rito su perro se acerca a él brincando de gusto porque lo han encontrado. Sus padres que han seguido a Joaquín vienen a rescatarlo.

1. directamente quiere decir ...

   Ⓐ pronto

   Ⓑ derecho

   Ⓒ despacio

2. baranda quiere decir ...

   Ⓐ una cerca hecha de madera

   Ⓑ una cerca

   Ⓒ una cerca en la escuela

3. abandonado quiere decir ...

   Ⓐ que se siente muy triste

   Ⓑ que se siente muy solo

   Ⓒ que se siente muy alegre

4. rescatarlo quiere decir ...

Ⓐ castigarlo

Ⓑ engañarlo

Ⓒ salvarlo

5. aparadores quiere decir ...

Ⓐ aparato

Ⓑ mostrador

Ⓒ ventana

R 3.210 S
Given a word with a beginning blend of three letters, the students will be able to identify the blend.
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ____________________

FECHA ____________________

1 Ⓐ pla Ⓑ bla Ⓒ tru

2 Ⓐ pri Ⓑ rui Ⓒ ton

3 Ⓐ pla Ⓑ pre Ⓒ cha

4 Ⓐ ros Ⓑ cre Ⓒ has

5 Ⓐ flo Ⓑ cie Ⓒ cla

INSTRUCCIONES:

1 **DIGA:** Marca el espacio que indica las tres letras que oigas en la palabra:
planeta

2 **DIGA:** Marca el espacio que indica las tres letras que oigas en la palabra:
primero

3 **DIGA:** Marca el espacio que indica las tres letras que oigas en la palabra:
playa

4 **DIGA:** Marca el espacio que indica las tres letras que oigas en la palabra:
creer

5 **DIGA:** Marca el espacio que indica las tres letras que oigas en la palabra:
cielo

R 3.211 SP
Given a diphthong sound orally, the student will be able to identify the letters representing the diphthong.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ____________________
FECHA ____________________

1 Ⓐ ui Ⓑ ai Ⓒ ue

2 Ⓐ ue Ⓑ ua Ⓒ io

3 Ⓐ ie Ⓑ ia Ⓒ ua

4 Ⓐ uo Ⓑ ea Ⓒ eo

5 Ⓐ ua Ⓑ ue Ⓒ uo

INSTRUCCIONES

1 DIGA: Marca el espacio que indica las letras que tengan el sonido que tu oigas al final de la palabra: fui

2 DIGA: Marca el espacio que indica las letras que tengan el sonido que tu oigas en medio de la palabra: juguete

3 DIGA: Marca el espacio que indica las letras que tengan el sonido que tu oigas en medio de la palabra: aguante

4 DIGA: Marca el espacio que indica las letras que tengan el sonido que tu oigas al final de la palabra: recreo

5 DIGA: Marca el espacio que indica las letras que tengan el sonido que tu oigas en medio de la palabra: ruedo

R 3. S
Given a list of one-, two-, or three-syllable words with different beginning letters, the student will be able to place the list in alphabetical order.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________

FECHA ______________________

INSTRUCCIONES:

Fíjate en la lista de palabras. Marca el espacio Ⓣ si las palabras están en orden alfabético. Marca el espacio Ⓕ si las palabras no están en orden alfabético.

1. arbol
   casa
   oso
   perro

   Ⓣ Ⓕ

2. carro
   vaca
   niña
   papa

   Ⓣ Ⓕ

3. uvas
   limón
   rana
   melón

   Ⓣ Ⓕ

4. burro
   flores
   libro
   zapatos

   Ⓣ Ⓕ

5. chivos
   cama
   hojas
   olla

   Ⓣ Ⓕ

R 4 1
Given a selection, the student will be able to identify a specific fact contained in the selection.

(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

INSTRUCCIONES:

Fíjate en las oraciones que están debajo del cuento. Marca el espacio que indica la frase que mejor termine la oración.

¿Quisieras ver tu nombre en miles de billetes de un dólar? Todos los días Romana A. Bañuelos ve su nombre en el dinero de los Estados Unidos. Ella es la Tesorera de los Estados Unidos. Su firma se encuentra en todos los billetes de los EE. UU. que se imprimieron después que se hizo tesorera.

Antes de que Romana A. Bañuelos fuera tesorera de los Estados Unidos, era presidenta de su propia compañía de alimentos. Esta compañía emplea más de 300 personas y hace más de 25 diferentes productos alimenticios. La compañía creció de una empleada (Romana) y un solo producto (tortillas). Ella usaba una máquina chica para moler el maíz para hacer las tortillas.

Su negocio fue establecido en 1964, Romana A. Bañuelos ayudó a establecer un banco en Los Angeles. Ella quería ayudar a otras personas a comenzar pequeños negocios propios.

La **próxima** vez que veas un **billete** de un dólar, busca el nombre de Romana A. Bañuelos. Recuerda que empezó su propio negocio con una sola persona: ella.

1. El nombre de Romana A. Bañuelos en Estados Unidos está en:

Ⓐ las monedas

Ⓑ las estampillas

Ⓒ los billetes

Ⓓ los productos de comida

2. En los Estados Unidos Romana A. Bañuelos es:

Ⓐ banquero

Ⓑ impresor

Ⓒ presidente

Ⓓ tesorera

3. Otro nombre para dinero de papel es:

   Ⓐ banca

   Ⓑ billete

   Ⓒ moneda corriente

   Ⓓ tesorería

4. Romana A. Bañuelos se hizo presidenta de:

   Ⓐ un banco

   Ⓑ una compañía

   Ⓒ la Tesorería

   Ⓓ los Estados Unidos

5. Para ayudar a personas con sus negocios, Romana A. Bañuelos establecio:

   Ⓐ un banco

   Ⓑ una tesorería

   Ⓒ uso de maquinaria

   Ⓓ fabricación de tortillas

R 4.102
Given a word containing a prefix and a suffix, the student will be able to identify the root word.
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ____________________

FECHA ____________________

INSTRUCCIONES:

Todas estas palabras son palabras que llevan un prefijo. Marca el espacio que indica la palabra sin el prefijo.

1. recoger Ⓐ recoge Ⓑ coger Ⓒ oger

2. imposible Ⓐ posible Ⓑ sible Ⓒ impos

3. desarmar Ⓐ arma Ⓑ desarma Ⓒ armar

4. desvestir Ⓐ viste Ⓑ desvest Ⓒ vestir

5. dispensar Ⓐ dispensa Ⓑ pensar Ⓒ pensa

R 4. Given a random list of words in which the first and second letters are the same, the student will be able to arrange the words in alphabetical order (Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ____________________

FECHA ____________________

INSTRUCCIONES: **Fíjate** en las listas de palabras. Marca el espacio Ⓣ si las palabras estan en orden alfabético. Marca el espacio Ⓕ si las palabras no estan en orden alfabético.

1.
tiempo
tigra
tijeras
tío

Ⓣ Ⓕ

2.
flor
flauta
flecha
flota

Ⓣ Ⓕ

3.
sierra
silla
siglo
sinfonía

Ⓣ Ⓕ

4.
estación
espejo
escalera
espanto

Ⓣ Ⓕ

5.
venado
venta
verde
vestido

Ⓣ Ⓕ

R 4.104
Given a list of words containing some words with related meanings, the student will be able to identify the two words which are synonyms.
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

INSTRUCCIONES: Lee la palabra al lado de cada número. Marca el espacio que indica la palabra que es su sinónimo.

1. camino

Ⓐ puente
Ⓑ banqueta
Ⓒ río
Ⓓ calle

2. grande

Ⓐ enorme
Ⓑ redondo
Ⓒ chico
Ⓓ derecho

3. triste

Ⓐ silencio
Ⓑ miedo
Ⓒ perezoso
Ⓓ desconsolado

4. habló

Ⓐ gritó
Ⓑ lloró
Ⓒ charló
Ⓓ murmuró

5. asustar

Ⓐ perseguir
Ⓑ espantar
Ⓒ luchar
Ⓓ gritar

R 4.205
Given a facsimile of a title page, the student will be able to answer questions on the information it provides
(Criterion: 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

AQUI Y ALLA EN CALIFORNIA

Por

Ernesto Galarza

Publicista El Dorado

San Francisco

Ilustrado por José Jimenez

INSTRUCCIONES: Usa la portada ilustrada arriba para contestar las siguientes preguntas. Marca el espacio que indica la mejor respuesta.

1. ¿Cuál es el título del libro?
   - Ⓐ Vaqueros del Oeste
   - Ⓑ Montañas Grandes
   - Ⓒ Aquí y Allá en California
   - Ⓓ Sierra Nevada

2. ¿Quién escribió el libro?
   - Ⓐ California
   - Ⓑ Juan López
   - Ⓒ El Dorado
   - Ⓓ Ernesto Galarza

3. ¿De qué se trata el libro?
   - Ⓐ San Francisco
   - Ⓑ Ernesto Galarza
   - Ⓒ un publicista
   - Ⓓ California

4. ¿Cuál es el nombre del publicista?
   - Ⓐ Nueva York
   - Ⓑ El Dorado
   - Ⓒ Aquí y Allá en California
   - Ⓓ San Francisco

5. ¿Cuál de los nombres que siguen hizo los dibujos de este libro?
   - Ⓐ Ernesto Galarza
   - Ⓑ Aquí y Allá an California
   - Ⓒ El Dorado
   - Ⓓ José Jimenez

R 4.206 ES
Given a list of words and a dictionary, the student will be able to identify the dictionary guide words for each word.
(Criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________

FECHA ______________________

INSTRUCCIONES: **Fíjate** en las palabras-guía. Marca el espacio que indica la palabra que encontrarías entre las palabras-guía.

1. amiga - ánimo

Ⓐ amor

Ⓑ aéreo

Ⓒ arbol

2. cama - catre

Ⓐ calavera

Ⓑ caja

Ⓒ casa

3. delantal - delegar

Ⓐ demas

Ⓑ delante

Ⓒ detras

4. familia - farol

Ⓐ famoso

Ⓑ favor

Ⓒ falla

5. pica - pico

Ⓐ piano

Ⓑ pie

Ⓒ picante

R 4.207
Given a list of words containing some words with opposite meanings, the student will be able to identify the two words which are antonyms.
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ____________________

FECHA ____________________

INSTRUCCIONES: Los antónimos son palabras con significados opuestos, como antes y después. En cada lista debajo hay dos palabras que son antónimos. Lee la palabra al lado de cada número. Marca el espacio que indica la palabra que es su antónimo.

1. llegar
   - Ⓐ cantar
   - Ⓑ volar
   - Ⓒ salir
   - Ⓓ hablar

2. arriba de
   - Ⓐ a causa de
   - Ⓑ a pesar de
   - Ⓒ después de
   - Ⓓ debajo de

3. diferente
   - Ⓐ tanto
   - Ⓑ igual
   - Ⓒ azul
   - Ⓓ mucho

4. lejos
   - Ⓐ bonito
   - Ⓑ fantástico
   - Ⓒ parecido
   - Ⓓ cerca

5. duro
   - Ⓐ manso
   - Ⓑ alto
   - Ⓒ blando
   - Ⓓ extraño

R 4.20 Given tw[illegible]ts, one of prefixes and the other of root words, the student will be able to combine the prefix with the appropriate root word.
(criterion 4)

Spanish Criterion Reference Test
Reading

NOMBRE ______________________________

FECHA ______________________________

INSTRUCCIONES: Al lado de cada número hay un prefijo. Debajo hay una lista de palabras. Marca el espacio que indica la palabra que se puede agregar al prefijo para formar una palabra nueva.

1. re ______________

   (A) trabajo

   (B) paso

   (C) servir

   (D) manera

2. des ______________

   (A) agradable

   (B) destino

   (C) siete

   (D) cándido

3. im ______________

   (A) posible

   (B) cosa

   (C) ayuda

   (D) palo

4. a ______________

   (A) diente

   (B) dormir

   (C) dónde

   (D) dulce

5. in ______________

   (A) corta

   (B) útil

   (C) chispa

   (D) vienes

R 5.101
Given a reading selection and a list of events relating to its content, the student will be able to place these events in proper sequence
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE ______________________

FECHA ______________________

INSTRUCCIONES: Lee los cuentos. Fijate en la lista de eventos de los cuentos. Marca el espacio Ⓣ si el orden de los eventos está correcto. Marca el espacio Ⓕ si el orden de los eventos está incorrecto.

Thurgood Marshall es uno de los jueces de la Corte Suprema de los Estados Unidos. Esta es una posición muy importante. Todos los jueces han estudiado leyes. Ellos ayudan a interpretar la Constitución de los Estados Unidos. Tratan de proteger los derechos de toda la gente.

Thurgood Marshall nació en Maryland en 1908. Desde 1925 a 1929 estudió en la universidad en Pennyslvania. Se casó en 1929 y acabó sus estudios en leyes 1933. Practicó leyes por tres años en Maryland.

Entre los años de 1936 y 1961 el Juez Marshall fué abogado de la Association for the Advancement of Colored People (Asociación para el mejoramiento de los negros). En 1961 Thurgood Marshall fué nombrado Juez de la Corte de Apelación de los Estados Unidos. Tres años trabajó con el Departamento de Justice. Hoy dia es Juez de la Corte Suprema de los Estados Unidos.

1. nacio

   estudio en la universidad

   se casó

   acabo sus estudios

   Ⓣ Ⓕ

2. fue abogado de la NAACP

   es Juez de la Corte Suprema de los Estados Unidos

   practicó leyes en Maryland

   fue nombrado Juez de la Corte de Apelación

   Ⓣ Ⓕ

Spanish Criterion Reference Test

Reading

R 5.101

Heriberto se apuró a vestirse, pero no podia encontrar sus zapatos. Empezó a buscar alrededor del cuarto. Un zapato estaba debajo de la cama. ¿Pero dónde estaba el otro? Vió debajo de la silla, y luego buscó debajo de la cama de su hermano.

Heriberto se cansó y se fue a la cocina. Allí estaba su perro con el zapato en el hocico. Heriberto se lo quitó. Luego se tomó un vaso de leche. Después se puso su gorra, agarró su bate de beisbol y fue a encontrar a sus amigos.

3. se apuró a vestirse

empezó a buscar en su cuarto

encontró un zapato debajo de la cama.

buscó debajo de la silla

Ⓣ Ⓕ

4. fue a la cocina

vió al perro con el zapato

le quitó el zapato al perro

buscó debajo de la cama de su hermano

Ⓣ Ⓕ

5. se tomó un vaso de leche

se puso la gorra

agarró su bate

corrió a encontrar a sus amigos

Ⓣ Ⓕ

R 5 [illegible] 2
Given [illegible] compound word and a set of definitions, the student will be able to identify its definition.
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE ______________________________

FECHA ______________________________

INSTRUCCIONES: Al lado de los números está una palabra compuesta. Marca el espacio que indica la palabra o palabras que tengan el mismo significado que la palabra compuesta.

---

1 limpiabotas

- Ⓐ un lavaplatos
- Ⓑ un zapatero
- Ⓒ el que cuenta votos
- Ⓓ el que límpia zapatos

2 espantapájaros

- Ⓐ una gallina espantosa
- Ⓑ una jaula para pájaros
- Ⓒ figura que asusta los pájaros que comen la cosecha
- Ⓓ un pajarito amarillo

3 guardaropa

- Ⓐ tintoreriá
- Ⓑ lavanderiá
- Ⓒ ropero
- Ⓓ limosnero

4 parabrisas

- Ⓐ ventanilla delantera de un coche
- Ⓑ paraguas
- Ⓒ paracaídas
- Ⓓ vara que para los rayos

5 parachoques

- Ⓐ parte de un elefante
- Ⓑ parte de una casa
- Ⓒ parte de un coche
- Ⓓ parte de un refrigerador

B.5.103 Given a list of scrambled chronological events, the student will be able to arrange them in sequential order.

(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE ______________________

FECHA ______________________

INSTRUCCIONES: Al lado de cada número hay una lista de eventos. Marca el espacio Ⓣ si el orden de los eventos esta correcto. Marca el espacio Ⓕ si el orden de los eventos esta incorrecto.

---

1 1929 nació Martin Luther King, Jr.

1731 nació Benjamin Bannerker

1908 nació Thurgood Marshall

1921 nació W.E.B. DuBois

Ⓣ Ⓕ

2 viernes, 10 de septiembre - reunión de profesores

lunes, 13 de septiembre - primer dia de clases

viernes, 18 de septiembre - exámen de la vista

sabado, 25 de septiembre - venta de pasteles

Ⓣ Ⓕ

3 1839 Sacramento fue fundado por John Sutter

1781 Los Angeles fue fundado por el padre Junipero Serra

1776 San Francisco fue fundado por Juan Bautista de Anza

1769 San Diego fue fundado por el padre Junipero Serra

Ⓣ Ⓕ

Spanish Criterion Reference Test
Reading

R 5.103

4 sabado, 26 de octubre - viaje del club de campo
viernes, 25 de octubre - exhibición de artesania y arte
martes, 22 de octubre - partido de fútbol
miercoles, 23 de octubre - ensayo de la comedia

Ⓣ Ⓕ

5 1849 nació Caroline Anderson - doctora
1875 nació Mary McLeod Bethune - educadora
1912 nació Marjerie Lawson-Juez
1938 nació Eleanor Norton-licenciada

Ⓣ Ⓕ

R S 204

Give[illegible]ntence containing a[illegible]familiar word and a list of words, the student will be able to use the context of the sentence to identify the word on the list which has the same meaning.

(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE ____________________

FECHA ____________________

DIRECCIONES: Abajo de cada oración hay una palabra subrayada. Enseguida hay una lista de palabras. Marca el espacio que indica la palabra que tenga el mismo significado que la palabra subrayada.

---

1 Me pareció mas silencioso después que cesó el ruido

(A) persiguió

(B) excitó

(C) chapoteó

(D) paró

2 Elba empezó a sollozar, pero rápidamente secó sus lágrimas

(A) llorar

(B) caer

(C) extender

(D) señalar

3 Pedro y Jesús tenían tanta hambre, que consumieron su almuerzo en unos cuantos minutos

(A) comieron

(B) trajeron

(C) guardó

(D) salió

4 Cuida de no lastimarte cuando saltes las barras.

(A) arrastrarte

(B) herirte

(C) perder

(D) pensar

5 Javier estaba muy cansado por el trabajo pesado que había hecho.

(A) enojado

(B) temprano

(C) duro

(D) grande

3 Cuando Luis se disgustó, su Mamá parecia:

Ⓐ enojada

Ⓑ decepcionada

Ⓒ simple

Ⓓ sorprendida

4 La Sra. Corona quería tomar el trabajo pero Luis:

Ⓐ creía que no necesitaban el dinero

Ⓑ trató de que su mamá no trabajara

Ⓒ no quería quedarse con los gemelos

Ⓓ quería obtener trabajo para que su mamá no tuviera que trabajar

5 La Sra. Corona supo que Luis no quería quedarse en casa todos las tardes por eso:

Ⓐ decidio pagarle a él por cuidar de los niños

Ⓑ ella se enojó cuando el dijo que no cuidaría de sus hermanos

Ⓒ no iba a poder tomar el trabajo a menos que Luis cuidara a Carlos y Clementina

Ⓓ no pensó que a Carlòs y Clementina les gustaría quedarse con alguien más.

R 5.206
Given a topic, the student will be able to identify which one of these is the best source of information about the topic: a dictionary, an atlas, an encyclopedia, a telephone directory, a magazine, or a catalog.
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE ______________________________

FECHA ______________________________

DIRECCIONES: Al lado de cada número hay una oración incompleta. Marca el espacio que indica la palabra o palabras que te dicen cual es la mejor fuente de información.

1 Para encontrar el significado de una palabra tu puedes consultar en:

Ⓐ un atlas

Ⓑ una revista

Ⓒ un diccionario

Ⓓ un directorio telefónico

2 Para saber acerca del primer hombre que aterrizó en la luna tu puedes consultar un/una:

Ⓐ atlas

Ⓑ catálogo

Ⓒ enciclopedia

Ⓓ directorio telefónico

3 Si tú quisieras llamar por teléfono a un amigo encontrarías su número en un:

Ⓐ atlas

Ⓑ catálogo

Ⓒ revista

Ⓓ directorio telefónico

4 Tu puedes encontrar el precio de una pelota nueva de basquetbol en:

Ⓐ un catálogo

Ⓑ un diccionario

Ⓒ una enciclopedia

Ⓓ un directorio telefónico

5 Si tu quisieras escoger un camino para viajar alrededor de los Estados Unidos podrías consultar en:

Ⓐ un atlas

Ⓑ un catálog

Ⓒ una revista

Ⓓ una enciclopedia

R 6 204
The [illegible]t will be able to read [illegible] article, extract facts, and use these facts in completing a simple outline.
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE________________________

FECHA________________________

INSTRUCCIONES: Lee el artículo y fíjate en el bosquejo que está debajo del artículo. Debajo del bosquejo hay algunas preguntas. Marca el espacio que indica la respuesta correcta.

Desde tiempos remotos el hombre había querido descubrir lo que hay en el mar. Los buzos no habían podido ir más profundo porque ellos necesitaban subir a la superficie a tomar aire. Ellos necesitaban algo que les permitiera respirar dentro del agua.

Bastantes equipos se han inventado para ayudar a la gente a estar más tiempo bajo el agua. Uno de los primeros equipos fue la Campana de Salvamento, que parecía un barril al revés, cuando el buzo necesitaba aire nadaba hacia la campana y metía la cabeza en el barril para respirar. Otro equipo fué el traje que permitía al buzo moverse libremente; el aire es bombeado dentro del traje para que el buzo no tenga que volver al mismo lugar a respirar. El equipo del pulmón acuático dió más libertad al buzo. El aire es llevado en tanques a la espalda y asi no necesita tubos.

La invención del submarino permitió que gente viajara bajo el agua. El primer submarino construído por Drebbel en 1620, fue hecho de cuero. Para 1955, submarinos atómicos se habian construido, los cuales pueden quedarse bajo el agua por meses enteros.

El conocimiento ganado al construír submarinos ha ayudado en la construcción de laboratorios submarinos donde gente esta aprendiendo a vivir bajo el agua por largos períodos de tiempo. Con la ayuda de la escafandra este equipo de hombres puede pasar días fuera del laboratorio submarino aprendiendo cómo los materiales del océano pueden ayudar a enriquecer nuestras vidas.

R 6.101
The student will be able to read a story or paragraph and summarize it by stating the main idea and supporting facts.
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE ____________________

FECHA ____________________

INSTRUCCIONES: Lee el cuento. Encuentra el tema principal y los datos que lo soportan. Fíjate en las oraciones que están debajo del cuento. Marca el espacio en el numero 1 que indica el tema principal. En los números 2 a 5 marca los espacios que indican los datos que lo soportan.

Hace mucho tiempo había unos hombres valerosos, a los que se llamaba caballeros. Los caballeros eran corteses, leales y honrados. Para llegar a ser caballero, primero se tenía que ser niño y segundo el niño tenía que tener siete años para comenzar su entrenamiento.

Era enviado al castillo de un noble para recibir enseñanza como paje. Los pajes del castillo atendían a las damas, servían al noble que era proprietario del castillo y servían la mesa. Lo más importante de su aprendizaje eran los buenos modales.

Cuando cumplía catorce años, el paje se convertía en escudero. Ayudaba al caballero a ponerse la armadura y, cuando el caballero entraba en combate, el escudero le acompañaba.

El escudero sostenía la bandera y llevaba el yelmo y el escudo del caballero. No tomaba parte en la batalla, a no ser que el caballero necesitase ayuda.

Los caballeros enseñaban a los escuderos a combatir. Los escuderos practicaban el uso de la lanza a caballo. Tenían que golpear un blanco con la lanza mientras el caballo galopeaba a toda velocidad. A estos ejercicios se les llamaba justas.

Cuando el escudero tenía 21 años, era armado caballero. Era un gran día para él. Ante todos, prometía servir a Dios, auxiliar a las mujeres y los niños, ayudar a los pobres y obedecer al rey. Se arrodillaba ante su señor. El caballero golpeaba suavemente el hombro del escudero con su espada y decía: "Yo te armo caballero; se valiente y leal."

Spanish Criterion Reference Test

Reading

R 6.101

1. Tema principal

   Ⓐ Caballeros de tiempos antiguos

   Ⓑ Castillos

   Ⓒ Caballos

2. Dato que lo soporta

   Ⓐ todos podian ser pajes

   Ⓑ solo los niños podian ser pajes

   Ⓒ los pajes tenian armadura

3. Dato que lo sorporta

   Ⓐ el aprendizaje empezaba a los 10 años

   Ⓑ el aprendizaje empezaba a los 14 años

   Ⓒ el aprendezaje empezaba a los 7 años

4. Dato que lo sorporta

   Ⓐ los escuderos servian la mesa

   Ⓑ los escuderos acompañaban al caballero

   Ⓒ los escuderos tomaban parte en las batallas

5. Dato que lo soporta

   Ⓐ los caballeros no enseñaban a los escuderos

   Ⓑ a los 21 años el escudero era armado caballero

   Ⓒ no habian reyes en esos tiempos

R 6.102
The st[illegible] will be able to
read [illegible] interpret facts
from [illegible]p.
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE________________________

FECHA________________________

INSTRUCCIONES: Usa el mapa para contestar las preguntas. Marca el espacio que indica la respuesta correcta.

---

1 ¿Cuál de estas ciudades está al norte de la capital de California?

(A) Barstow
(B) Merced
(C) San José
(D) Weed

2. ¿Cuál de estas ciudades queda entre San Luis Obispo y Santa Barbara?

(A) Bakersfield
(B) Los Angeles
(C) San Bernardino
(D) Santa María

3. ¿Cuál de estas ciudades no está cerca del Océano Pacífico?

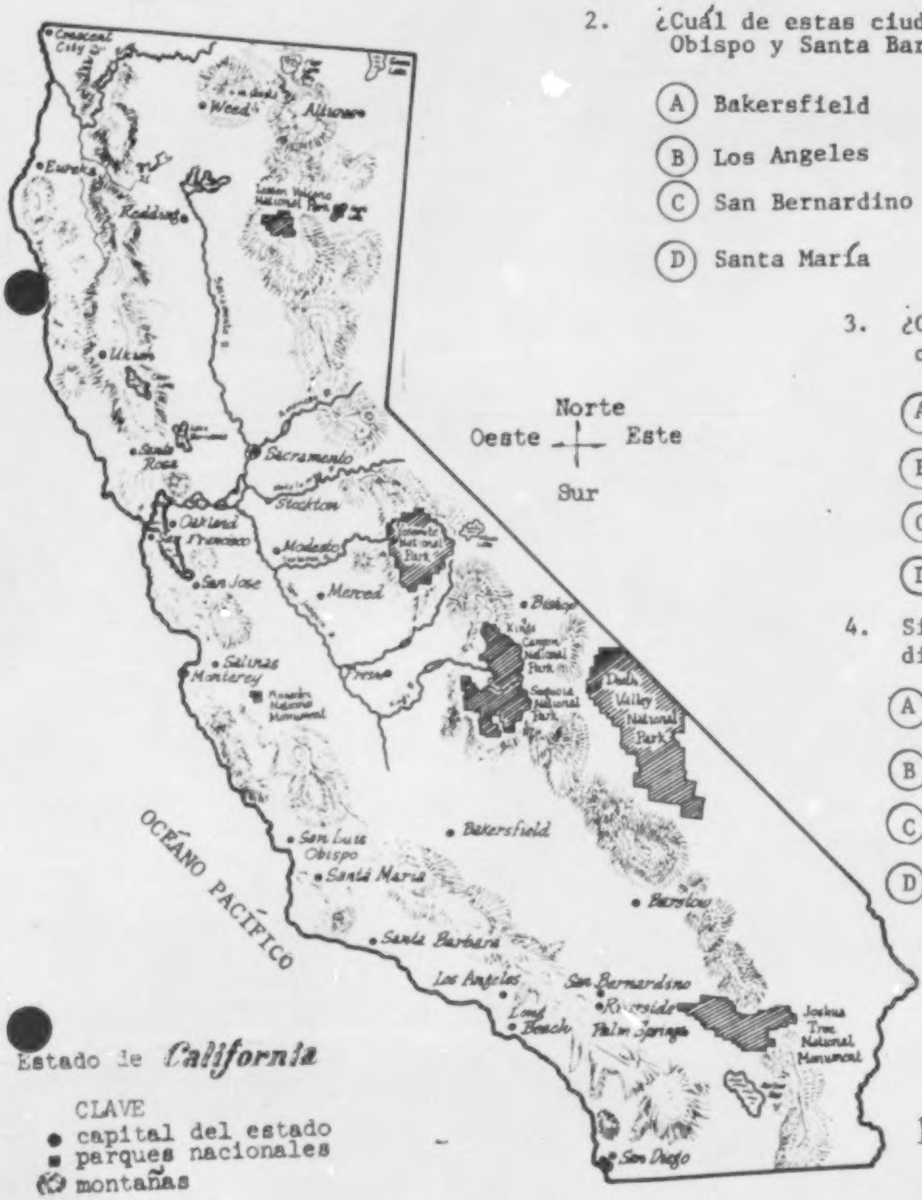
(A) Fresno
(B) Los Angeles
(C) Monterey
(D) San Diego

4. Si estás en Bishop, ¿en qué dirección queda Death Valley?

(A) suroeste
(B) sureste
(C) noroeste
(D) noreste

5. En el mapa ¿cuál de éstos significa parque nacional?

(A) NP
(B) Clave
(C) ▨
(D) *


Crescent City
Weed
Alturas
Eureka
Lassen Volcanic National Park
Redding
Ukiah
Santa Rosa
Sacramento
Stockton
Oakland
San Francisco
Modesto
Yosemite National Park
San Jose
Merced
Bishop
Kings Canyon National Park
Sequoia National Park
Death Valley National Park
Fresno
Salinas
Monterey
Pinnacles National Monument
Norte
Oeste
Este
Sur
OCÉANO PACIFICO
San Luis Obispo
Bakersfield
Santa Maria
Barstow
Santa Barbara
Los Angeles
San Bernardino
Riverside
Long Beach
Palm Springs
Joshua Tree National Monument
San Diego

Estado de *California*

CLAVE
● capital del estado
▪ parques nacionales
montañas
lagos

R 6 13
The [illegible] will be able to
read [illegible] interpret facts
from a chart.
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE________________________________

FECHA________________________________

INSTRUCCIONES: Usa los informes para contestar las preguntas. Marca el espacio que indica la respuesta correcta.

COMPETENCIA DE COMER HELADOS

Nombres	Número de Helados Comidos 5	6	7	8	9	10	11	12	13	14	15
Angela						X					
Carlos				X							
Eugenio											X
Helena					X						
Jesusa			X								
Luis									X		
Miguél					X						
Susana	X										
Jávier							X				

1 ¿Quién comió más helados?

Ⓐ Eugenio
Ⓑ Helena
Ⓒ Miguel
Ⓓ Susana

2 ¿Quién comió siete helados?

Ⓐ Carlos
Ⓑ Jesusa
Ⓒ Luis
Ⓓ Javier

3 ¿Cuántos helados comió Angela?

Ⓐ 8
Ⓑ 9
Ⓒ 10
Ⓓ 11

4 ¿Cuáles dos personas comieron la misma cantidad de helados?

Ⓐ Luis y Eugenio
Ⓑ Jesusa y Carlos
Ⓒ Helena y Miguel
Ⓓ Javier y Angela

5 ¿Cuántas personas hubo en la competencia?

Ⓐ 1
Ⓑ 5
Ⓒ 9
Ⓓ 15

R 6.204

I Problemas de los primeros buzos

A ________________________________

B necesitaban un modo de respirar sumergidos bajo el agua

II Equipos del buzo

A campana de salvamento

1 como un barril al revés

2 el buzo mete su cabeza al barril para respirar

B ________________________________

1 permite al buzo moverse con libertad

2 aire es bombeado al traje

C pulmones acuaticos

1 aire en tanques a la espalda del buzo

2 el buzo puede nadar sin necesidad de tubos

III Submarinos

A ________________________________

1 Construído por Drebbel

2 hecho de cuero

B Submarinos de hoy

1 fuerza atómica

2 ________________________________

IV ________________________________

A permite a la gente vivir bajo el agua

B ayuda a encontrar nuevos usos de los materiales del océano

Spanish Criterion Reference Test

Reading

R 6.204

1. ¿Cuál de los siguientes pertenence a I A del bosquejo?

   Ⓐ no podían ir muy abajo

   Ⓑ permitían ir muy profundo

   Ⓒ permitían a grupos viajar

   Ⓓ aire era bombeado en el traje

2. ¿Cuál de los siguientes pertenence a II B del bosquejo?

   Ⓐ Drebbel

   Ⓑ submarinos

   Ⓒ traje de buzo

   Ⓓ barril volteado al revés

3. ¿Cuál de los siguientes pertenece a III A del bosquejo?

   Ⓐ buzos

   Ⓑ laboratorios submarinos

   Ⓒ equipo submarino

   Ⓓ primer submarino

4. ¿Cuál de los siguientes pertenece a III B2 en el bosquejo?

   Ⓐ hecho de cuero

   Ⓑ usado como traje de buzo

   Ⓒ volar sobre el agua

   Ⓓ permitía quedarse debajo del agua por meses

5. ¿Cuál de los siguientes pertenece a IV del bosquejo?

   Ⓐ Drebbel

   Ⓑ campana de salvamento

   Ⓒ laboratorios submarinos

   Ⓓ escafandra

R 6.205
Given [illegible] to read, the st[illegible] will be able to choose [illegible] best statement of cause and effect from a list supplied.
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE____________________

FECHA____________________

INSTRUCCIONES: Lee los cuentos. Encuentra la contestación que haría la mejor declaración de causa y efecto. Marca el espacio que indica la respuesta correcta.

Julio fue a la cocina a tomar agua. Abrió la llave y dejó correr el agua por un rato antes de tomarla para obtener agua fría. De repente vió mucha agua en el piso. Los tubos son nuevos, no deberían gotear, pensó Julio. Miró bajo el fregadero y vió que los tubos no estaban bién unidos. Julio cerró la llave, corrió a encontrar a alguien que le ayudara a arreglar los tubos.

1 Ⓐ Los tubos goteaban porque eran demasiado viejos.

Ⓑ Los tubos goteaban porque el agua estaba demasiado caliente

Ⓒ Hubo agua en el piso porque los tubos goteaban

Ⓓ Hubo agua en el piso porque Julio dejó caer un vaso de agua

Cármen fue al patio de atrás e hizo un hoyo a un lado de su casa. Sembró una planta de tomate. La regó el primer día, pero al día siguiente fueron a un dia de campo y se olvidó de la planta de tomate. El tercer día, Cármen estuvo tan ocupada con sus amigas que no pensó en la planta de tomate. El tiempo estuvo muy caliente y seco toda la semana. Cuando Cármen se acordó de regar la planta, ya fue muy tarde. La planta de tomate ya se había secado.

2 La planta de tomate se secó porque:

Ⓐ alguien cortó un tomate

Ⓑ no le daba el sol

Ⓒ no la regó bastante

Ⓓ las amigas de Cármen la pisaron

Spanish Criterion Reference Test

Reading

R 6.205

En una noche muy obscura, Pedro iba manejando hacia su casa. Hacía mucho frío y viento afuera. Pedro tenía mucho sueño y lo único que quería era llegar a su casa. De repente el carro se paró. O no! dijo Pedro, se le acabó la gasolina, ahora tendré que dormir en el carro, hasta mañana. No encontraré una estación de gasolina abierta a esta hora.

3 Ⓐ El carro se paró porque estaba frío el motor

Ⓑ El carro se paró porque no tenía gasolina

Ⓒ Pedro paró el carro porque quería dormir

Ⓓ Pedro manejaba hacia su casa porque estaba muy cansado

Felipa miró el relój. Eran las cinco en punto. Ella sabía que tenía una reunión a las seis. Tenía bastante tiempo. En ese momento Susana, la amiga de Felipa, le llamó por teléfono, y le dijo - Felipa, tu tenías que venir por mi antes de las seis. Y ya son las seis pasadas. Ya es muy tarde. -Mi relój se atrazó dijo Felipa, todavía son las cinco. Allí estaré en seguida.

4 Felipa llegó tarde porque:

Ⓐ el relój se atrazó

Ⓑ su amiga le llamó por teléfono

Ⓒ la reunión comenzó temprano

Ⓓ se le olvidó acerca de la reunión

Max y Ricardo vendían periódicos todos los días. Una mañana había una historia muy importante en el periódico; todos querian comprar el periódico ese día. Pero algunos de los mejores clientes de Max y Ricardo no alcanzaron periódico esa mañana.

5 Algunas personas no alcanzaron periódicos porque Max y Ricardo probablemente:

Ⓐ dejaron sus trabajos

Ⓑ perdieron los periódicos

Ⓒ no tenian mas periódicos

Ⓓ porque no les vendieron uno

R 6.206
U[illegible] reading selection
o[illegible]l material, the stu-
dent will be able to identi-
fy [illegible] words which
may be used to locate addi-
tional information in a
encyclopedia.
(criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE________________________

FECHA_________________________

INSTRUCCIONES: Lee el párrafo. Busca las palabras guía que usarías para obtner más información en una enciclopedia. Debajo del párrafo hay cinco conjuntos de palabras. Marca el espacio de la palabra guía que tú escojes de cada conjunto.

Cristóbal Colón descubrió a la América el 12 de octubre de 1492. Hoy día se conmemora esta fecha en todos los paises de latino américa con un día de fiesta que se llama "El Día de la Raza" Se llama "El Día de la Raza" porque fue en ésta ocasión que se empezó a formar la raza de latino américa, es decir, el día de la unión del indio con el español (o europeo). En México, la unión del explorador Hernan Cortez con la india que hoy dia conocemos por el nombre de La Malinche, es un ejemplo de este mestizaje. Así que cuando hablamos de la raza, estamos hablando de todos los decendientes, de todos los mestizos, de esa unión. Todos los latino americanos, sean de pura decendencia india o de pura decendencia europea celebran este día.

1 Ⓐ 1492
Ⓑ España
Ⓒ Cristóbal Colón

2 Ⓐ dias de fiesta
Ⓑ Día de la Raza
Ⓒ latino américa

3 Ⓐ México
Ⓑ india
Ⓒ explorador

4 Ⓐ Hernán Cortez
Ⓑ conjuntación
Ⓒ raza

5 Ⓐ decendientes
Ⓑ mestizos
Ⓒ gente

R 6 807
Give lection, the stu-
dent will be able to identi-
fy it as a: biography, auto-
biography, fairytale, myth,
or tall tale
(Criterion 4)

Spanish Criterion Reference Test

Reading

NOMBRE____________________________

FECHA_____________________________

INSTRUCCIONES: Lee cada párrafo. Lee la oración que está debajo del párrafo. Marca el espacio que indica la respuesta correcta.

¡Ve!" dijo Apolo con un gesto de enojo; "Mata la bestia" Tráeme su grandioso diente blanco y una antorcha encendida con su aliento candente. Entonces permitiré que la luz brillante vuelva a alumbrar la tierra una vez más.

1 Este pasaje es probablemente:

Ⓐ un mito

Ⓑ un poema

Ⓒ una biografía

Ⓓ novela

"Tú has hecho una cosa muy tonta" grito la rana. " ¡Pronto! , pasa al círculo mágico. Todavía hay tiempo para salvarte."

Alejandro brincó dentro del círculo. Estaba temblando de miedo, cuando al cerrar sus ojos vió un gran relámpago de luz. Cuando abrió sus ojos, vió de nuevo el palacio, como si nunca hubiera desaparecido. ¿Y la rana, preguntas?; desapareció y nunca la volverás a ver.

2 Este pasaje es probablemente:

Ⓐ un poema

Ⓑ un artículo

Ⓒ un editorial

Ⓓ un cuento

Había una vez un agricultor que era tan fuerte que podía levantar piedras grandes con una sola mano. Cuando limpió su tierra, quitando todas las piedras que estaban en su camino--algunas veces las tiraba hacia el estado vecino.

Un día hacía tanto calor, que decidió ir a nadar al lago, pero estaba tan lejos que decidió arreglarlo de otra manera. Primero hizo un hoyo del tamaño de un lago. Luego levantó una piedra grande y la tiró al lago. Tanta agua salió del lago que llenó el hoyo que él había hecho. El resto del día se le pasó nadando en su propio lago.

3 Este pasaje es probablemente:

Ⓐ una comedia

Ⓑ un cuento

Ⓒ un editorial

Ⓓ una biografía

Yo nací en 1960 en la ciudad de Los Angeles. Cuando cumplí los siete años, empecé a aprender a tocar la guitarra. Pronto ya estaba acompañando música con mis amigos de la escuela. El año pasado ganamos un premio y ahora actuamos en televisión una vez por semana.

4 Este pasaje es probablemente:

Ⓐ una leyenda

Ⓑ una biografía

Ⓒ una autobiografía

Ⓓ novela

John Muir nació en 1838. Pasó toda su vida estudiando la naturaleza. Viajó a pie por todas partes de los Estados Unidos. Estudió los bosques y los glaciares. Ayudó a planear el sistema de parques nacionales, lo cual ayuda a mantener la tierra en su estado natural. Yosemite es uno de los parques que él ayudó a salvar, adonde ahora la gente puede irse a divertir.

5 Este pasaje es probablemente:

Ⓐ un drama

Ⓑ un poema

Ⓒ una biografía

Ⓓ una autobiografía

APPENDIX IV

Kindergarten thru Sixth Grade Portuguese Reading Criterion Reference Tests

R.O.101
Given a series of three oral directions, the student will be able to follow these directions in the proper sequence.
(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

Instruções

Escolha um grupo de três instruções que dará ao estudante. Diga-lhe, "Faz estas coisas na ordem como eu digo." Leia ao estudante todas as frases antes de ele começar a responder.

1. Vai ao quadro.
   Pega no giz.
   Faz um risco.

2. Vai para a porta.
   Bate as palmas três vezes.
   Volta para o teu lugar.
3. Apanha a bola.
   Faz saltar a bola.
   Atira-me a bola.

4. Põe-te direito.
   Põe os teus braços na cabeça.
   Toca na ponta dos dedos dos pés.

5. Anda para a mesa.
   Pula em volta da mesa.
   Anda para mim.

R 0.102
Given three oral words, the student will be able to repeat the series orally.
(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ____________________

DATA ____________________

Instruções

Dê ao estudante três palavras oralmente. O estudante deverá repetir as palavras na mesma ordem que lhe foram dadas. Se o estudante não escutou com atenção, repita outro grupo de palavras.

1. cão
   gato
   vaca

2. leite
   pera
   pão

3. colher
   chávena
   prato

4. bola
   globo
   bicicleta

5. cadeira
   mesa
   janela

R.O.103

After listening to a story, the student will be able to retell

Portuguese Criterion Reference Test
Reading

NOME ______________________

DATA ______________________

Teacher-Observed Pupil Performance Objective

Instruções

Leia ou diga a história ao estudante.

Peca que ele relata três eventos da histõrina.

Maria estava vestindo-se para ir para a festa. Vestire o vestido azul e os sapatos pretos, mas não podia achar a sua fita azul. Procurou e procurou mas não podia-o achar. De repente viu o seu cãozinho, e lá estava a sua fita- na boca do seu cãozinho, Brancinho.

R 0.104
Given a multi-meaning word, the student will be able to orally define the word based upon the context in which it is presented in an oral reading passage.
(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

Instruções

Peça ao estudante para dizer uma palavra que comece com o mesmo som consonantico da palavra que lhe dará oralmente.

Exemplos:

casa
sombra
pato
mãe
dedo

R 0.205

After listening to a story, the student will be able to retell the events in the sequence.
(criterion 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA______________________________

Instruções

Leia o conto abixo ao estudante. Peça-lo para relatas en ordem os eventos da história.

Exemplo:

Era muito trabalho para Jaime cuidar da sua irmã. Uma vez demorou quinze minutos a encontrar a boneca que ela queria. Jaíme sabia que ela chorava até que ele encontrasse a boneca; procurou em todos os lugares, até debaixo da cama. Finalmente encontrou-a; mais vocês nunca advinharam onde a encontrou--no frigorífico.

R 0.206

Given a card on which a square, rectangle, triangle, or circle appears, the student will be able to reproduce its likeness.
(Criterion: 4)

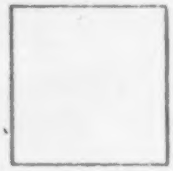
Portuguese Criterion Reference Test
Reading

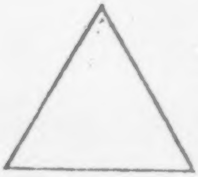
NOME ______________________________

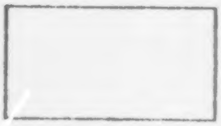
DATA ______________________________

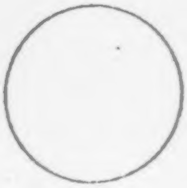
Instruções

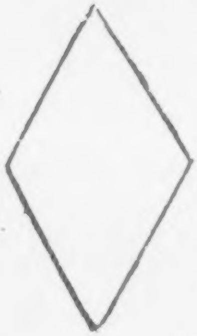
Diga ao estudante para desenhar as seguintes figuras geométricas.











R 0.

Given a pattern, the student will be able to complete the pattern in a left-to-right progression.

Portuguese Criterion Reference Test
Reading

NOME ____

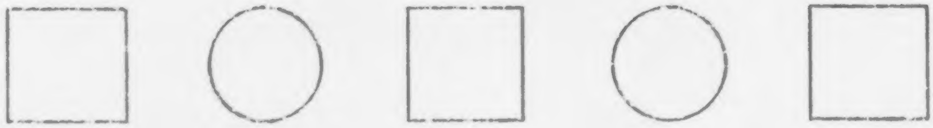
DATA____

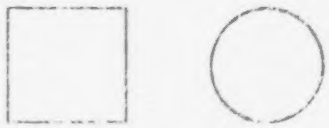
Teacher-Observed Pupil Performance Objective

Instruções

Ensine ao estudante as figuras geométricas. Em seguida dê-lhe as mesmas figuras por completar. Peça ao estudante para completar as figuras que faltam.

Exemplo:





R 0.208

Given a picture of an object, the student will be able to match it to another that begins with the same sound. (Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME____________________

DATA____________________

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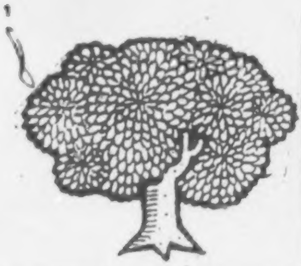
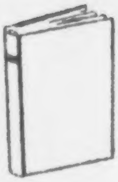
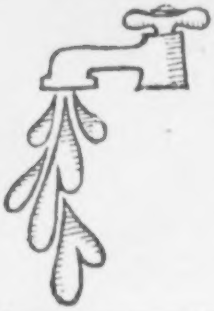
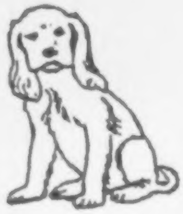

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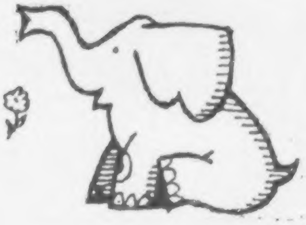
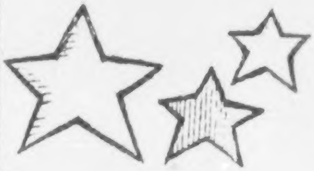
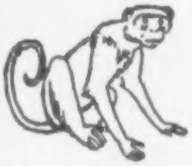
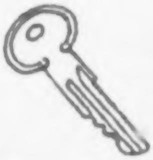

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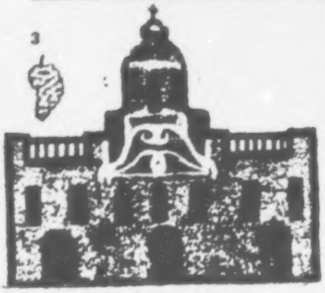
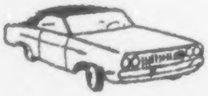
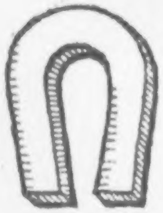
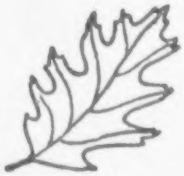

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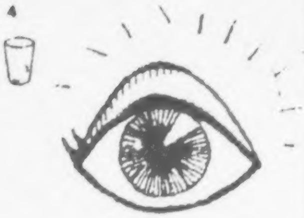
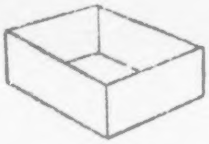
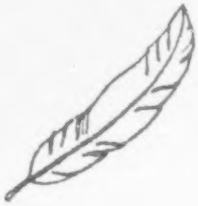

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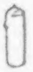

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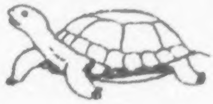
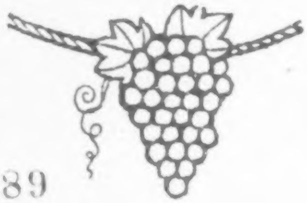
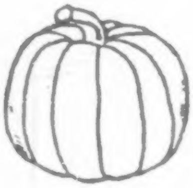




Portuguese Criterion Reference Test
Reading

Objective R O. 208

Instruções: Diga o nome de todas as gravuras.

Série 1 DIGA: Encontra a colher. Olha para a gravura que está no lado. Olha para o resto das gravuras. Agora marca com uma cruz a gravura que começa com a mesma letra da primeira gravura.

Série 2 DIGA: Agora encontra a flor. Olha para a gravura que está ao lado. Olha para o resto das gravuras. Agora marca com uma cruz a gravura que começa com o mesmo som da gravura ao lado da flor.

Série 3 DIGA: Agora encontra as uvas. Olha para a gravura que está ao lado. Olha para o resto das gravuras. Agora marca com uma cruz a gravura que começa com o mesmo som da gravura ao lado das uvas.

Série 4 DIGA: Encontra o copo. Olha para a gravura que está ao lado. Olha para o resto das gravuras. Agora marca com uma cruz a gravura que começa com o mesmo com da gravura ao lado do copo.

Série 5 DIGA: Encontra a vela. Olha para a gravura que está ao lado. Olha para o resto das gravuras. Agora marca com uma cruz a gravura que começa com o mesmo som da gravura ao lado da vela.

R 1.101

Given a pair of words orally, the student will be able to orally state whether the words in that pair begin with the same or different vowel sound.

(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

Teacher-Observed Pupil Performance Objective

Instruções

Leia ao estudante os pares de palavras abixo. Peça para ele dezer se as duas palavars começam com o mesmo ou deferente som de vogal.

1. ave	abre
2. amor	bom
3. entrar	escada
4. igual	idade
5. onda	obra

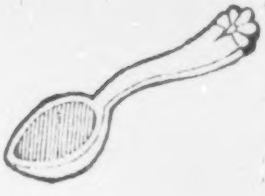
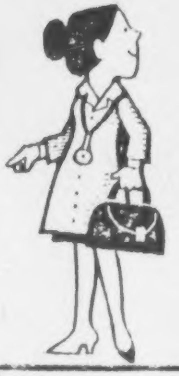
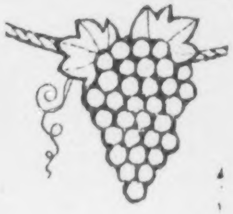
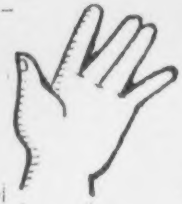
R 1.102 EP

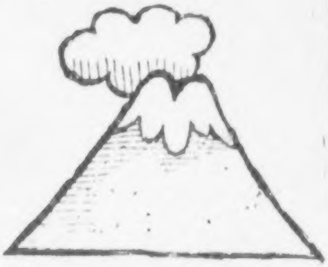
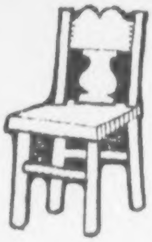
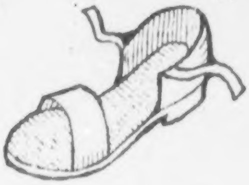
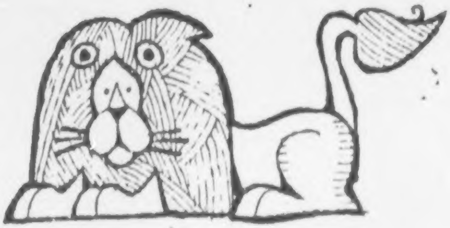
Given a picture, the student will be able to identify another picture of object, the name of which rhymes with it. (Criterion [illegible])

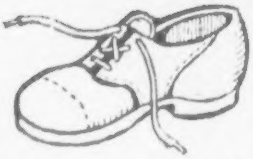
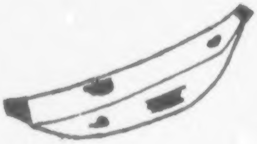
Portuguese Criterion Reference Test
Reading

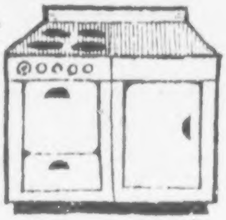
NOME ______________________________

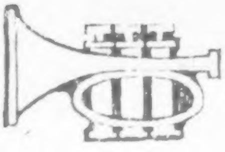
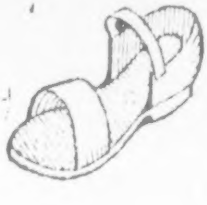
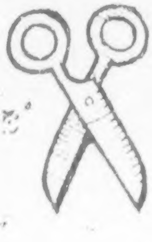
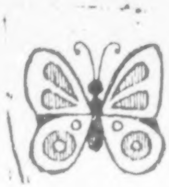
DATA ______________________________

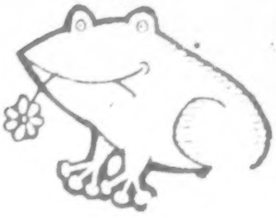
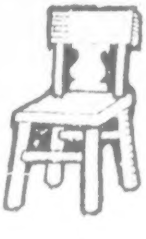
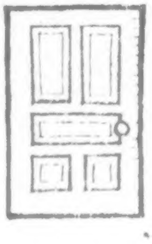
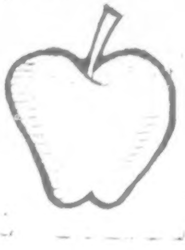







Portuguese Criterion Reference Test
Reading

Objective R 1.02 EP

Instruções

Parágrafo 1 DIGA: Encontra o número 1. Olha para a gravura. Agora olha para o resto das outras gravuras. Encontra a gravura da qual o nome rima com o nome da primeira gravura. Faz um círculo à volta da gravura que rima.

Parágrafo 2 DIGA: Encontra o número 2. Olha para a gravura. Encontra a gravura da qual o nome rima com o nome da primeira gravura. Faz um círculo à volta da gravura que rima.

Parágrafo 3 DIGA: Encontra o número 3. Olha para a gravura. Encontra a gravura da qual o nome rima com o nome da primeira gravura. Faz um círculo à volta da gravura que rima.

Parágrafo 4 DIGA: Encontra o número 4. Olha para a gravura. Encontra a gravura da qual o nome rima com o nome da primeira gravura. Faz um círculo à volta da gravura que rima.

Parágrafo 5 DIGA: Encontra o número 5. Olha para a gravura. Encontra a gravura da qual o nome rima com o nome da primeira gravura. Faz um círculo à volta da gravura que rima.

R 1.103 R
Given an oral word and one of its consonant sounds, the student will be able to orally identify the position of that consonant sound within the word.
(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

Instruções

Dê ao aluno uma palavra oralmente e peça-lhe para identificar onde ouve o som da letra dos exemplos.

(t)	letra
(r)	roupa
(p)	pena
(l)	gelo
(t)	saltar

R 1.205
[illegible] new words by substituting initial consonant.
(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

Instruções

Peça ao aluno que olhe para as palavras em cada série. A palavra que está ao lado de cada número está completa. Peça-lhe para completar cada palavra com uma consoante diferente para fazer uma palavra nova.

1. sala ____ala

2. gato ____ato

3. pia ____ia

4. capa ____apa

5. cão ____ão

R 1. 206

Given a picture with a list of simple sentences, the student will be able to select the sentence which best describes the illustration.
(Criterion: 4)

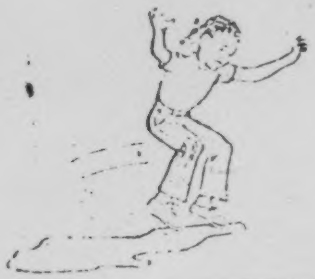
Portuguese Criterion Reference Test
Reading

NOME ____________________

DATA ____________________

Instruções: Escolhe a oração que descreve a gravura e sublinha.

1

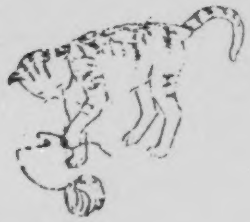


Maria pode brincar.

Maria corre depressa.

Maria pode trabalhar.

2

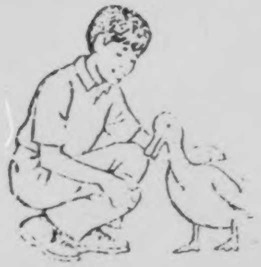


O cão corre.

O gato brinca.

O gato foi-se.

3

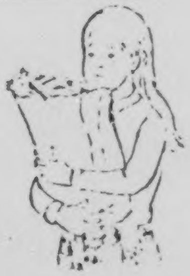


O menino tem um pato.

O menino está numa festa.

O menino está a cantar.

4

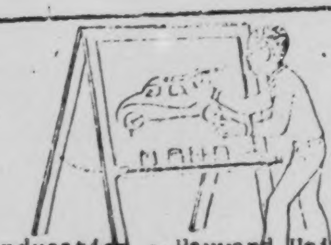


Rosa tem um saco grande.

Rosa está em casa.

Rosa vai num comboio.

5



João está sentado.

João pinta.

João corre para sua casa.

Portuguese Criterion Reference Test
Reading

Objective R 2.101 EP

Instruções

Parágrafo 1 DIGA: Encontra o número 1. Escuta a palavra que eu vou dizer. Escuta com cuidado o primeiro som inicial. A palavra é cravo. Faz um círculo à volta das duas letras que ouves ao princípio da palavra cravo. Cravo.

Parágrafo 2 DIGA: Encontra o número 2. Escuta a palavra: fruta. Faz um círculo à volta das duas letras que ouves ao princípio da palavra fruta. Fruta.

Parágrafo 3 DIGA: Encontra o número 3. Escuta a palavra: flores. Faz um círculo à volta das duas letras que ouves ao princípio da palavra flores. Flores.

Parágrafo 4 DIGA: Encontra o número 4. Escuta a palavra: grande. Faz um círculo à volta das duas letras que ouves ao princípio da palavra grande. Grande.

Parágrafo 5 DIGA: Encontra o número 5. Escuta a palavra: Clarisse. Faz um círculo à volta das duas letras que ouves ao princípio da palavra Clarisse. Clarisse.

R 2.102
Given a sentence with a key word missing, the student will be able to supply the missing word by using the context of the sentence.
(criterion 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

1. João faz cinco __________ hoje.

2. A casa está fria porque a Maria deixou a porta __________.

3. Gabriela pegou no casaco mas não o ________________.

4. O livro está __________ da caixa.

5. O banco não é bastante __________ para que todos os meninos se possam sentar.

Portuguese Criterion Reference Test
Reading

Objective R 2.102

Instruções

Parágrafo 1 DIGA: Encontra o número 1. Ao lado está uma frase que lhe falta uma palavra. Pensa numa palavra que melhor termine a frase e escreve-a.

Parágrafo 2 DIGA: Encontra o número 2. Pensa numa palavra que melhor termine a frase e escreve-a.

Parágrafo 3 DIGA: Encontra o número 3. Pensa numa palavra que melhor termine a frase e escreve-a.

Parágrafo 4 DIGA: Encontra o número 4. Pensa numa palavra que melhor termine a frase e escreve-a.

Parágrafo 5 DIGA: Encontra o número 5. Pensa numa palavra que melhor termine a frase e escreve-a.

R 2.103

Given a familiar word in which an ending has been added to the root, the student will be able to identify the root word.

(criterion 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

1. pãozinho

2. tristeza

3. casarão

4. florista

5. felizment

Portuguese Criterion Reference Test
Reading

Objective R 2.103

Instruções

Parágrafo 1 DIGA: Olha para a palavra ao lado do número 1. Tem uma palavra primitiva. Das palavras primitivas podem formar-se outras. Faz um círculo à volta da palavra primitiva.

Parágrafo 2 DIGA: Olha para a palavra ao lado do número 2. Tem uma palavra primitiva. Das palavras primitivas podem formar-se outras. Faz um círculo à volta da palavra primitiva.

Parágrafo 3 DIGA: Olha para a palavra ao lado do número 3. Tem uma palavra primitiva. Das palavras primitivas podem formar-se outras. Faz um círculo à volta da palavra primitiva.

Parágrafo 4 DIGA: Olha para a palavra ao lado do número 4. Tem uma palavra primitiva. Das palavras primitivas podem formar-se outras. Faz um círculo à volta da palavra primitiva.

Parágrafo 5 DIGA: Olha para a palavra ao lado do número 5. Tem uma palavra primitiva. Das palavras primitivas podem formar-se outras. Faz um círculo à volta da palavra primitiva.

R 2.105 EP

Given a singular noun whose plural is formed by adding s or es, the student will be able to add the correct ending to form its plural.

(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

1 vestido __________

2 coelho __________

3 nariz __________

4 caixa __________

5 flor __________

Portuguese Criterion Reference Test
Reading

Objective R 2.105 EP

Instruções

Parágrafo 1 DIGA: Encontra o número 1. Olha para a palavra. Muda-a para a forma do plural ajuntando-lhe um -s ou -es na linha ao lado da palavra.

Parágrafo 2 DIGA: Encontra o número 2. Muda a palavra para a forma do plural ajuntando-lhe um -s ou -es na linha ao lado da palavra.

Parágrafo 3 DIGA: Encontra o número 3. Muda a palavra para a forma do plural ajuntando-lhe um -s ou -es na linha ao lado da palavra.

Parágrafo 4 DIGA: Encontra o número 4. Muda a palavra para a forma do plural ajuntando-lhe um -s ou -es na linha ao lado da palavra.

Parágrafo 5 DIGA: Encontra o número 5. Muda a palavra para a forma do plural ajuntando-lhe um -s ou -es na linha ao lado da palavra.

R 2.206 EP
Given an oral word which either begins or ends with a consonant digraph, the student will be able to write the digraph he hears.
(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Portuguese Criterion Reference Test
Reading

Objective R 2.206 EP

Instruções

Parágrafo 1 DIGA: Encontra o número 1. Escuta a palavra que eu vou dizer. Chave. Ao princípio da palavra chave há duas letras que formam um som. Escreve as duas letras que formam um som ao princípio da palavra chave.

Parágrafo 2 DIGA: Encontra o número 2. Escuta a palavra que eu vou dizer. Ilha. No meio da palavra há duas letras que formam um som. Escreve as duas letras que formam um som no meio da palavra ilha.

Parágrafo 3 DIGA: Encontra o número 3. Escuta a palavra que eu vou dizer. Mãezinha. Na palavra maezinha há duas letras que formam um som. Escreve as duas letras que formam um som na palavra mãezinha.

Parágrafo 4 DIGA: Encontra o número 4. Escuta a palavra que eu vou dizer. Milho. Na palavra milho há duas letras que formam um som. Escreve as duas letras que formam um som na palavra milho.

Parágrafo 5 DIGA: Encontra o número 5. Escuta a palavra que eu vou dizer. Chapéu. Ao princípio da palavra chapéu há duas letras que formam um som. Escreve as duas letras que formam um som na palavra chapéu.

R 2.207
Given pairs of words, the student will be able to identify the pair whose meanings are the same or nearly the same.
(Criterion [illegible])

Portuguese Criterion Reference Test
Reading

NOME ____________________

DATA____________________

1.	caixa cama	olhe vê	velho novo
2.	velho antigo	encima embaixo	vir ir
3.	alegre triste	aqui ali	lindo bonito
4.	pula salta	direito esquerdo	perto longe
5.	cede tarde	sim não	classe aula

Portuguese Criterion Reference Test
Reading

Objective R 2.207

Instruções

Parágrafo 1 DIGA: Encontra o número 1. Olha para os pares de palavras. Encontra o par em que as duas palavras têm o mesmo ou quase o mesmo significado. Faz um círculo à volta dessas palavras.

Parágrafo 2 DIGA: Encontra o número 2. Olha para os pares de palavras. Faz um círculo à volta das duas palavras que têm o mesmo ou quase o mesmo significado.

Parágrafo 3 DIGA: Encontra o número 3. Olha para os pares de palavras. Faz um círculo à volta das duas palavras que têm o mesmo ou quase o mesmo significado.

Parágrafo 4 DIGA: Encontra o número 4. Olha para os pares de palavras. Faz um círculo à volta das duas palavras que têm o mesmo ou quase o mesmo significado.

Parágrafo 5 DIGA: Encontra o número 5. Olha para os pares de palavras. Faz um círculo à volta das duas palavras que têm o mesmo ou quase o mesmo significado.

R 2.208
Given pairs of words, the student will be able to identify the pair whose meanings are opposite. (Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ____________________

DATA ____________________

1.	melhor	primeiro	fora
	bom	um	dentro
2.	pāra	mãe	pera
	começa	tia	fruta
3.	brinquedo	embaixo	estrada
	boneca	encima	caminho
4.	antes	estrela	carteria
	depois	lua	mala
5.	primeiro	um	casa
	ūltimo	dois	escola

R 2.208

Instruções

Peça ao estudante para identificar o pares de palavras que têm o sentido oposto.

R 2.209
Given a story to read, the student will be able to identify its main idea.
(Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________________

DATA ______________________________

1. Gosto da chuva. Faz a erva crecer e enverdecer. Quando chove, as luzes do caminho brilham e a chuva bate levemente nas janelas Não sequer me importe de ficar molhado.

    A ficando molhado

    B gosto da chuva

    C gosto de luzes

2. Roberto subio a escada da escola. O sino começou a tocar. Roberto vinha atresado. Correu para a sala da classe, mas a porta estava fechada.

    A O sino tocou alto

    B Roberto subio a escada

    C Roberto vinha atresado

3. Paulo já tem sete anos. Ele esta na escola. É aluno da Sala 7. Paulo sabe ler e escrever bem. É menino estudoso. Faz os deveres com cuidado.

    A Paulo é grande.

    B Paulo sabe ler.

    C Paulo é menino estudoso.

4. Joaquim estava pintando as janelas. Pendurou a lata de tinta na escada sem cuidade. Um gato passou correndo, e a lata virou. Joaquim pensou que deve ter mais cuidade com a tinta.

A A lata estava na escada.

B O gato correu.

C Joaquim deve ter cuidade com a tinta.

5. Tomás viu um menino descalço. Falou com ele. O menino disse que nao tinha pai nem mãe, e que vivia com uma tia já velhina. Tomás era menino caridoso e levou o menino para casa. Deu-lhe roupa e sapato, e o rapazinho saiu todo faliz.

A Tomás era caridoso.

B O menino pediu roupa.

C O menino nao tinha mae.

Portuguese Criterion Reference Test
Reading

Objective R 2.209

Instrucoes:

Diga: Le cada histório. Lê as respostas abaixo. Sublinha a que melhor indica a ideia principal da histório.

R 3.101 EP

Given an affixed word, the student will be able to identify the suffix. (Criterion: 4)

Portuguese Criterion Reference Test
Reading

NOME ____________________

DATA ____________________

Instrucoes

Olha para a palavra florista. A terminaçao -ista foi acrescentada à palavra primitiva flor para formar uma nova palavra. Abaixo ao lado de cada número há palavras novas pelo acrescentamento de certos elementos. Acha a terminação de cada palavra. Marca o espaço que indica a resposta que escolhes.

1. florista
   - Ⓐ a
   - Ⓑ rista
   - Ⓒ ista

2. igualado
   - Ⓐ lado
   - Ⓑ ado
   - Ⓒ do

3. lindamente
   - Ⓐ ente
   - Ⓑ damente
   - C mente

4. formação
   - Ⓐ cão
   - Ⓑ mação
   - Ⓒ ao

5. pedraria
   - Ⓐ ria
   - Ⓑ ia
   - Ⓒ raria

R 3.1 Given a short story to read the student will be able to identify the correct title from a group of possible titles. (Criterion: 4)

Portuguese Criterion Reference Test
Reading

Nome______________________________

Data______________________________

INSTRUÇÕES: Abaixo encontrará uma série de contos. Peça ao estudante que os leia. A seguir encontrará vários títulos para cada conto. Diga ao estudante para escolher o melhor título para o conto e para marcar o espaço que o indica.

1. Ana olhou para ao relógio. Estava quase na hora de ir para a escola. Levantou-se e preparou-se. Em seguida pegou nos livros e foi para a porta.

Ⓐ O Relógio da Escola

Ⓑ Preparando-se Para Ir Para Escola

Ⓒ Livros da Escola

---

2. Começava a chover. As pessoas corriam de um lado para o outro procurando um lugar para se abrigarem da chuva. Começou a chover torrencialmente. A chuva era acompanhada de um vento muito forte. De repente as ruas estavam inundadas.

Ⓐ Um Dia de Chuva

Ⓑ Correndo Para o Trabalho

Ⓒ Água Para Beber

---

3. O Davide viu muitos pássaros no parque. Vigiou enquanto eles comiam. De repente ouvio um grande barulho e os pássaros fugiram.

Ⓐ O Avião

Ⓑ Brincando No Parque

Ⓒ Vigiando Os Pássaros

Portuguese Criterion Reference Test

Reading

NOME________________________________

DATA________________________________

4. O Tio Henrique mandou à Emilia uma supresa numa caixa. Ela tirou a tapa da caixa. Dentro da caixa estava um cachorinho pequenino! Emilia gostou da sua supresa.

   Ⓐ O Tio Henrique

   Ⓑ A Supresa Na Caixa

   Ⓒ A Tapa da Caixa

---

5. Ronaldo estava triste. Era o dia de mudar para a cidade. Deixava atrás os seus animais e os seus amigos, mas sabia que dinha que ser valente, porque é necessario viver onde o pai tem imprego.

   Ⓐ A cidade é linda

   Ⓑ Ronaldo tinha amigos

   Ⓒ Ronaldo era valente

Given [illegible]ry and a set of sentenc[illegible]he student will be able to select the sentence most accurately describing the events of the story. (Criterion: 4)

R 3.103

Portuguese Criterion Reference Test

Reading

NOME________________________________

DATA________________________________

INSTRUÇÕES: Abaixo encontrará um série de contos. Peça ao estudanta que os leia. A seguir encontrará várias frases para cada conto. Diga ao estudante para escolher a frase que melhor descreve o conto, e para marcar o espaço que a indíca.

1. A mãe assa o pato. Leva-o para a mesa. Todos comem. Que comida saborosa!

(A) A mesa é grande

(B) O pato é sabroso

(C) A mãe come

---

2. A Gabriela cose muitas coisas. Ela cose o vestido da boneca e a camisa do Davide.

(A) O Davide cose

(B) A Gabriela cose

(C) A camisa é da boneca

---

3. A Dona Rosa toma chá. A Tia toma café. O Papai chega do trabalho, e o António e o Daniel chegam do colégio.

(A) O António toma chá

(B) O Daniel toma café

(C.) O Papai chega do trabalho

---

4. Tina é uma boneca. Ela é bonita. Tem cabelo louro e olhos azueis.

(A) Tina é uma menina

(B) Tina é uma boneca

(C Tina fala

R 3.103

Portuguese Criterion Reference Test

Reading

NOME____________________________

DATA____________________________

5. Alda e Maria brincam juntas. Estão na mesma classe na escola. São muito amiginhas.

   (A) Alda brinca

   (B) Maria vai para a escolha

   (C) Alda e Maria são amigas

R. 3.104

Given a word, the student will be able to identify its synonym from a series of words.
(criterion 4)

Portuguese Criterion Reference Test
Reading

NOME ______________________

DATA ______________________

Instruções

Abaixo encontrará uma série de exercícios de palavras sinônimas. Peça ao estudante que encontre a palavra sinônima à palavra que está ao lado de cada número. Peça-lhe que marque o espaço que indica a palavra que tenha o mesmo significado.

1. rua
   Ⓐ luz
   Ⓑ caminho
   Ⓒ raro

2. rápido
   Ⓐ bastante
   Ⓑ pronto
   Ⓒ quieto

3. começar
   Ⓐ cair
   Ⓑ porque
   Ⓒ principiar

4. bela
   Ⓐ bonita
   Ⓑ sabrosa
   Ⓒ calor

5. ruido
   Ⓐ telhado
   Ⓑ fazer
   Ⓒ barulho

R 3.207
Given the singular form of a word, the [illegible] will [illegible] able to [illegible] the plural form.
(criterion 4)

Portuguese Criterion Reference Test

Reading

NOME________________________________

DATA________________________________

INSTRUÇÕES: As palavras ao lado de cada numeral são singulares. Marca o espaço que indica a forma plural correcta.

1. irmão
   - (A) ões
   - (B) s
   - (C) aões
2. menino
   - (A) s
   - (B) es
   - (C) ss
3. mulher
   - (A) es
   - (B) s
   - (C) ss
4. capitão
   - (A) ões
   - (B) s
   - (C) as
5. cão
   - (A) s
   - (B) ães
   - (C) es

(criterion 4)

Portuguese Criterion Reference Test

Reading

NOME ____________________

DATA ____________________

INSTRUÇÕES: Cada uma das seguintes palavras está formada de três sílabas. Marca o espaco que indica a palavra dividida em sílabas correctamente.

1.	sapato	sa/pat/o Ⓐ	sap/a/to Ⓑ	sa/pa/to Ⓒ
2.	manteiga	man/teig/a Ⓐ	man/tei/ga Ⓑ	mant/ei/ga Ⓒ
3.	palavra	pal/a/vra Ⓐ	pa/lav/ra Ⓑ	pa/la/vra Ⓒ
4.	Portugal	Port/u/gal Ⓐ	Por/tug/al Ⓑ	Por/tu/gal Ⓒ
5.	escrever	es/cre/ver Ⓐ	e/scre/ver Ⓑ	e/screv/er Ⓒ

R 3.209 Given a parag… with an underlined unfamiliar word, the student will be able to read the paragraph and from its context be able to identify the definition of the word (Criterion: 4)

Portuguese Criterion Reference Test

Reading

NOME ____________________

DATA ____________________

Instruçoes

Peça ao estudante que leia o seguinte conto. Ao lado de cada número há uma palavra sublinhada. Das três palavras peça-lhe para escolher e marcar o espaço que indica a palavra que é a definicão da palauva sublinhada.

O Leonel saiu da escola. Mas o Leonel, como muitos meninos, não foi directamente para casa depois de sair da escola. Enterteu-se a brincar com os outros meninos no passeio e foi a uma loja longe comprar rebuçados. Quando saiu dà loja o Leonel já não sabia para que direcção era a sua casa, e começou a sentir que estava perdido, quando nesse momento Farrusco, o seu cão, apareceu todo contente por o encontrar. Os pais que o procuravam preocupados ficaram contentes ao vê-lo.

1. Directamente quer dizer . . .

Ⓐ logo
Ⓑ direito
Ⓒ longe

2. Passeio quer dizer . . .

Ⓐ caminho feito de cimento lateral a algumas ruas
Ⓑ ir passear
Ⓒ andar devagar

3. Direcção quer dizer . . .

Ⓐ cargo de director
Ⓑ para que lado
Ⓒ efeito de dirigir

4. Apareceu quer dizer . . .

Ⓐ principio
Ⓑ aconteceu
Ⓒ surgiu

Portuguese Criterion Reference Test

Reading

R 3.209

NOME________________________________

DATA________________________________

5. Encontrar quer dizer . . .

   Ⓐ procurar

   Ⓑ achar

   Ⓒ ouvir

R 3.211 SP)

Given a dip[illegible]g sound orally, the student will be able to identify the letters representing the diphthong.

(Criterion: 4)

Portuguese Criterion Reference Test

Reading

NOME______________________________

DATA______________________________

1	Ⓐ ui	Ⓑ oi	Ⓒ em	Ⓓ im
2	Ⓐ au	Ⓑ eu	Ⓒ ai	Ⓓ ou
3	Ⓐ ou	Ⓑ ui	Ⓒ oi	Ⓓ ei
4	Ⓐ au	Ⓑ ei	Ⓒ eu	Ⓓ iu
5	Ⓐ im	Ⓑ ãe	Ⓒ am	Ⓓ en

Portuguese Criterion Reference Test

Reading

R 3.211 SP

INSTRUÇÕES:

1. DIGA: Marca o espaço que indica as letras que têm o som que ouves ao fim da palavra fui.

2. DIGA: Marca o espaço que indica as letras que têm o som que ouves ao fim da palavra mau.

3. DIGA: Marca o espaço que indica as letras que têm o som que ouves ao fim da palavra boi.

4. DIGA: Marca o espaço que indica as letras que têm o som que ouves ao fim da palavra meu.

5. DIGA: Marca o espaço que indica as letras que têm o som que ouves ao fim da palavra mãe.

R 4.1 [illegible])
Given a [illegible] ion, the student will be able to identify a specific fact contained in the selection.
(Criterion: 4)

Portuguese Criterion Reference Test

Reading

NOME ______________________________

DATA ______________________________

Instruçoes

Lê o conto. Olha para as orações abaixo, e encontra a frase que melhor termina cada oração. Marca o espaço da resposta que escolhes.

Gago Coutinho e Sacadura Cabral resolveram abrir os caminhos do Espaço e ligar Portugal ao Brasil. Portugal, que foi o senhor dos mares, tinha de mostrar que o mar e o ar que nos ligam às terras de Santa Cruz pertenceriam em primeira mão os Portugueses. A viagem de Pedro Álvares Cabral revelou ao mundo um país imenso e de enormes possibilidades; o hidrovião Lusitânia mostrou aos povos da Terra que a raça portuguesa não tinha perdida às suas virtudes. E assim, manhã cedo, em 30 de Março de 1922, o Lusitânia lá foi, céus fora, em demanda de terras que são sangue de nosso sangue.

Delírio em Portugal e Brasil, satisfação intensa na alma portuguesa. Realizara-se totalmente e grande viagem, que ficaria a ser um laço de amizade e de amor a unir duas Pátrias amigas.

1. Gago Coutinho e Sacadura Cabral resolveram:

Ⓐ Portugal e o Brasil não gostaram da idéia.
Ⓑ abriram o caminho marítimo.
Ⓒ abrir os caminhos do Espaço e ligar Portugal ao Brasil.
Ⓓ Santa Cruz era o nome dos navegadores.

2. Lusitânia é:

Ⓐ um livro.
Ⓑ um barco.
Ⓒ uma cidade do Brasil
Ⓓ o nome do hidrovião.

3. A viagem do Pedro Álvares Cabral ao Brasil revelou ao mundo que:

Ⓐ Portugal não era um país de bons navegadores.
Ⓑ Portugal era um país de enormes possibilidades
Ⓒ Portugal tinha um hidrovião.
Ⓓ A raça portuguesa tinha perdido as suas virtudes.

R 4.101

4. O Lusitânia foi para o ar em:

- Ⓐ Junho 1974.
- Ⓑ 30 de Março 1922
- Ⓒ no fim do ano
- Ⓓ no Natal

5. A viagem chegou a realizar-se?

- Ⓐ sim
- Ⓑ não
- Ⓒ talvez
- Ⓓ nunca

R 4.10
Given a w [illegible] containing a prefix and a suffix, the student will be able to identify the root word.
(criterion 4)

Portuguese Criterion Reference Test

Reading

NOME______________________________

DATA______________________________

INSTRUÇÕES: Todas estas palavras são palavras que têm um prefixo.
Marca o espaço que indica a palavra primitiva sem prefixo.

1. embarcar

Ⓐ barca
Ⓑ barcar
Ⓒ embarca

2. infeliz

Ⓐ feliz
Ⓑ infel
Ⓒ felizment

3. encantar

Ⓐ canta
Ⓑ encanta
Ⓒ cantar

4. rebuscar

Ⓐ rebusca
Ⓑ busca
Ⓒ buscar

5. abaixar

Ⓐ baixa
Ⓑ baixar
Ⓒ abaixa

B.4.10 Given a list of words [illegible] the first and [illegible] letters are the same, the student will be able to arrange the words in alphabetical order.
(criterion 4)

Portuguese Criterion Reference Test

Reading

NOME________________________________

DATA________________________________

INSTRUÇÕES: Ao lado de cada número há uma lista de palavras. Marca o espaço Ⓣ se as palavras estão em ordem alfabética e o espaço Ⓕ se as palavras não estão em ordem alfabética.

1. bravo
castanho
ponte
tijolo
Ⓣ Ⓕ

2. tarde
último
escada
terra
Ⓣ Ⓕ

3. afiar
barco
sapato
ela
Ⓣ Ⓕ

4. leva
rabo
fala
mesa
Ⓣ Ⓕ

5. bemvindo
foram
molhado
semana
Ⓣ Ⓕ

R 4.104
Given a [illegible] words containing [illegible] words with related meanings, the student will be able to identify the two words which are synonyms.
(Criterion: 4)

Portuguese Criterion Reference Test

Reading

NOME________________________________

DATA________________________________

INSTRUÇÕES: Lê a palavra ao lado do número. Faz um círculo à volta da letra ao lado da palavra sinónima para cada palavra.

1. caminho
   - Ⓐ ponte
   - Ⓑ rio
   - Ⓒ passeio
   - Ⓓ rua

2. grande
   - Ⓐ enorme
   - Ⓑ redondo
   - Ⓒ pequeno
   - Ⓓ direito

3. triste
   - Ⓐ receoso
   - Ⓑ preguiçoso
   - Ⓒ quieto
   - Ⓓ doloroso

4. falou
   - Ⓐ chorou
   - Ⓑ gritou
   - Ⓒ conversou
   - Ⓓ cantou

5. assustar
   - Ⓐ correr
   - Ⓑ intimidar
   - Ⓒ chamar
   - Ⓓ lutar

R 4.205

[illegible]

(criterion 4)

Portuguese Criterion Reference Test

Reading

NOME______________________________

DATA______________________________

O SINO DA ALDEIA

por

Ângela de Oliveira

Portucalense Editora
Lisboa

Illustradora
Maria Pereira

INSTRUÇÕES: Usa o esquema acima para responder às seguintes perguntas. Sublinha a melhor resposta.

1. Qual é o título do livro?

Ⓐ Contos do Natal
Ⓑ Lendas e Fábulas do Brasil
Ⓒ O Sino de Aldeia
Ⓓ A Chave Mágica

2. Quem escreveu o livro?

Ⓐ Lisboa
Ⓑ Portucalense Editora
Ⓒ Domingos Monteiro
Ⓓ Ângela de Oliveira

3. De que se trata este livro?

Ⓐ Ângela de Oliveira
Ⓑ Lisboa
Ⓒ Portucalense
Ⓓ O sino

4. Qual é o nome da editora?

Ⓐ O Sino da Aldeia
Ⓑ Porticalense Editora
Ⓒ Porto Editora
Ⓓ Verbo

5. Qual é o nome da llustradora?

Ⓐ Ângela de Oliveira
Ⓑ Ramos Silva
Ⓒ João Nunes
Ⓓ Maria Pereira

R 4.207 Given a li[illegible] words containing [illegible] words with opposit[illegible]nings, the student will be able to identify the two words which are antonyms. (Criterion: 4)

Portuguese Criterion Reference Test

Reading

NOME________________________________

DATA________________________________

INSTRUÇÕES: As palavras antônimas têm significação oposta, como alto e baixo. Em cada lista abaixo há duas palavras que são antônimas. Marca o espaço que indica a palavra antônima.

1. chegar

(A) cantar
(B) voar
(C) sair
(D) falar

2. por baixo

(A) por causa de
(B) apesar de
(C) depois de
(D) por cima de

3. diferente

(A) tanto
(B) igual
(C) azul
(D) muito

4. longe

(A) bonito
(B) fantastico
(C) parecido
(D) çerca

5. manso

(A) duro
(B) alto
(C) bravo
(D) baixo

R 4 208
Given [illegible]]ts, one of
prefix [illegible] the other of
root [illegible]s, the student
will be able to combine the
prefix with the appropriate
root word.
(Criterion: 4)

Portuguese Criterion Reference Test

Reading

NOME________________________

DATA________________________

INSTRUÇÕES: Ao lado de cada número há um prefixo. Debaixo há uma lista de palavras. Acha a palavra de cada grupo que se pode ajuntar ao prefixo para formar uma palavra nova. Marca o espaço que indica a resposta que escolhes.

1. re__________

   Ⓐ trabalho
   Ⓑ lembrar
   Ⓒ servir
   Ⓓ maneira

2. des__________

   Ⓐ atar
   Ⓑ destino
   Ⓒ sete
   Ⓓ cavalo

3. em__________

   Ⓐ barcar
   Ⓑ coisa
   Ⓒ ajuda
   Ⓓ pato

4. a__________

   Ⓐ dormir
   Ⓑ dente
   Ⓒ baixar
   Ⓓ doce

5. en__________

   Ⓐ levar
   Ⓑ cargar
   Ⓒ dormir
   Ⓓ conto

R 5.101
Given a reading selection and a list of events relating to its content, the student will be able to place these events in proper sequence.
(criterion 4)

Portuguese Criterion Reference Test

Reading

NOME ______________________________

DATA ______________________________

INSTRUCOES: Lê a história. Lê as listas dos acontecimentos da história. Marca Ⓣ se a ordem dos acontecimentos está correcta. Marca Ⓕ se a ordem dos acontecimentos não está correcta.

O Thurgood Marshall é juiz do supremo tribunal dos Estados Unidos. É trabalho muito importante. Todos os juizes têm estudado a jurisprudência. Ajudam com a interpretação da constituição dos Estados Unidos. Tentam proteger os direitos de todo o povo.

O Thurgood Marshall nasceu no estado de Maryland no ano 1908. Matriculou-se numa universidade em Pennyslvania de 1925 até 1929. O Juiz Marshall casou-se em 1929 e completou os seus cursos de estudos de jurisprudência em 1933. Durante os três anos que seguiram ele trabalhou de advogado no estado de Maryland.

Entre os anos 1936 e 1961 o Juiz Marshall trabalhou de advogado para a Sociedade Pelo Progresso do Povo da Raca Preta (NAACP). Em 1961 Thurgood Marshall foi nomeado juiz do tribunal de apelação. Depois de três anos trabalhou pelo departamento de justiça. Hoje em dia ele e juij do supremo tribunal dos Estados Unidos.

1. --completou seus estudos

   --matriculou-se na universidade

   --casou-se

   --nasceu

   Ⓣ Ⓕ

2. --trabalhou pela a sociedade NAACP

   --foi nomeado juiz do supremo tribunal

   --trabalhou de advogado em Maryland

   --foi nomeado juiz do tribunal de apelação

   Ⓣ Ⓕ

Portuguese Criterion Reference Test

Reading

R 5.101

Luis vestiu-se depressa, mas não podia encontrar os sapatos. Começou a procurá-los por todo o quarto. Um sapato estava debaixo da cama. Mas o outro, onde estava? Olhou debaixo da cadeira e depois debaixo da cama do irmão.

Luis estava cansado e foi para a cozinha. Ali estava o seu cão com o focinho no sapato. Luis tirou-lho. Depois bebeu uma chávena de leite. Depois pegou no boné e agarrou na bola de futebol e foi ter com os amigos dele.

3. --vestiu-se depressa

   --começou a procurá-lo por todo o quarto

   --encontrou o sapato debaixo de cama

   --procurou o sapato debaixo da cadeira

   Ⓣ Ⓕ

4. --viu o cão com o sapato

   --foi à cozinha

   --tirou o sapato ao cão

   --procurou o sapato debaixo de cama do irmão

   Ⓣ Ⓕ

5. --bebeu uma chávena de leite

   --pegou no boné

   --agarrou na bola de futebol

   --foi ter com os amigos

   Ⓣ Ⓕ

R 5.1([illegible])
Given [illegible] compound word and a se[illegible] definitions, the student will be able to identify its definition.
(Criterion: 4)

Portuguese Criterion Reference Test

Reading

Nome____________________

Data____________________

INSTRUÇÕES

Ao lado dos números está uma palavra composta. Na lista de palavras abaixo há uma palavra que tem o mesmo significado. Marca o espaço que indica a palavara que tem o mesmo significado.

1. picapau

Ⓐ vestido
Ⓑ pavão
Ⓒ pluma
Ⓓ pássaro

2. saca-rolhas

Ⓐ cortiça
Ⓑ bolsa
Ⓒ instrumento a abrir garáfas
Ⓓ máquina de lavar a roupa

3. parachoques

Ⓐ parte duma casa
Ⓑ parte dum frigorîfico
Ⓒ parte dum automóvel
Ⓓ parte duma escola

4. para-brisas

Ⓐ vidro de automóvel
Ⓑ parafuso
Ⓒ janela
Ⓓ parede

5. passatempo

Ⓐ temperatura
Ⓑ passaporte
Ⓒ diversão
Ⓓ lenda

R 5. Given [illegible] of scrambled chrono[illegible] events, the student will be able to arrange them in sequential order.
(criterion 4)

Portuguese Criterion Reference Test

Reading

Nome______________________

Data______________________

Instrucoes

Ao lado de cada número há uma lista de acontecimentos importantes. Marca Ⓣ se os a conticimentos estão na ordem correcta, e Ⓕ se não estão ha ordem correcta.

1. Martin Luther King, jr. nasceu em 1929

Benjamin Bannerker nasceu em 1731

Thurgood Marshall nasceu em 1908

W.E.B. DuBois nasceu em 1921

Ⓣ Ⓕ

2. Sexta-feira, 10 de Setembro = reunião de professores

Segunda feira, 13 de Setembro = abriu a escola

Sexta-feira, 18 de Setembro - examinação dos olhos

Sábado, 25 de Setembro - venda de bolos

Ⓣ Ⓕ

3. 1776 San Francisco foi fundado pelo Juan Bautista de Anza.

1839 Sacramento foi fundado pelo John Sutter.

1781 Los Angeles foi fundado pelo padre Junipero Serra.

1769 San Diego foi fundado pelo padre Junipero Serra.

Ⓣ Ⓕ

4. Sábado, 26 de Outubro - viagem ao clube de campo

Sexta-feira, 25 de Outubro - exposição de arte

Têrça-feira, 22 de Outubro - jogo de futebol

Quarta-feira, 23 de Outubro - ensaio da comédia

Ⓣ Ⓕ

5. 1938 Nasceu o licenciado Eleanor Norton

1912 Nasceu a juiz Marjorie Lawson

1875 Nasceu a educadora Mary Mcleod

1849 Nasceu a doutora Caroline Anderson

Ⓣ Ⓕ

R 5.204
Given a sentence containing an unfamiliar word and a list of words, the student will be able to use the context of the sentence to identify the word on the list which has the same meaning.
(Criterion: 4)

Portuguese Criterion Reference Test

Reading

NOME ____________________________

DATA ____________________________

INSTRUÇÕES: Após a cada oração há uma palavra sublinhada. A seguir há uma lista de palavras. Encontra a palavra que tenha o mesmo significado da palavra sublinhada. Marca o espaço que indica a resposta que escolhes.

1. Pareceu-me mais silencioso depois de parar o barulho.
   - Ⓐ continuou
   - Ⓑ falou
   - Ⓒ brincar
   - Ⓓ cessar

2. Isabel começou a soluçar, mas ràpidamente limpou as lágrimas.
   - Ⓐ chorar
   - Ⓑ cair
   - Ⓒ extender
   - Ⓓ cantar

3. Pedro e Jesus tinham tanta fome que em poucos minutos devoraram o almoço.
   - Ⓐ comeram
   - Ⓑ trouxeram
   - Ⓒ guardou
   - Ⓓ saiu

4. Tem cuidado não te vás magoar quando saltes nas barras.
   - Ⓐ arrastar
   - Ⓑ ferir
   - Ⓒ perder
   - Ⓓ pensar

5. Xavier estava muito cansado por ter trabalhado em trabalhos pesados.
   - Ⓐ zangado
   - Ⓑ cedo
   - Ⓒ duros
   - Ⓓ grande

R 5.205
Given a selection[illegible] stu-
dent will be ab[illegible] com-
pare the feelings and atti-
tudes of the main char-
acters.
(Criterion: 4)

Portuguese Criterion Reference Test
Reading

Nome________________________

Data________________________

INSTRUÇÕES: Lê o conto. A seguir há umas orações. Encontra a palavra ou frase que melhor complete a oração. Marca o espaço da resposta que escolhes.

"Já tenho trabalho!" disse a senhora Escobar. O seu sorriso fez com que ela parecesse mais jovem. Gabriela, que brincava com as irmãzitas, deixou de brincar e levantou-se. Um sorriso amargo passou-lhe pelo rosto ao ouvir as boas, mas inesperadas notícias.

"Sim, tomo o autocarro das 3:20 e posso chegar ao hospital às 4:00 da tarde todos os dias," comentou a mãe. Ela olhou para as meninas que continuavam brincando no chão. "Alguém tem que ficar com as meninas."

A Gabriela compreendeu imediatamente. Ela sabia que não havia dinheiro suficiente para pagar a alguém para ficar com as crianças. Se a mãe ia trabalhar, ela tinha que ficar com as irmãs, fazer a comida, lavá-las e deitá-las todos os dias.

"Não, não farei isso!" gritou ela. "Não é justo que eu fique todos os dias a cuidar das garotas!"

A mãe de Gabriela parecia outra vez muito cansada e velha. "Não há outro remédio," disse ela. "Não posso ir trabalhar se não ficares com as meninas, e nós precisamos do dinheiro."

As meninas, Teresa e Margarida, apenas escutaram a última frase que a mãe tinha dito. Foram brincar contentes por pensarem que a Gabriela ia ficar com elas todas as tardes.

Gabriela teve que rir-se. As miúdas eram realmente engraçadas. Pareciam a quase gémeas e pediam-lhe para que brincasse com elas. "Bem, creio que posso tratar delas," disse depois de alguns minutos.

1. Quando a senhora Escobar disse à Gabriela que já tinha trabalho, Gabriela estava

Ⓐ valente

Ⓑ triste

Ⓒ emocionada

Ⓓ aflita

2. Gabriela estava desgostosa por ter que ficar e tratar das irmãs, mas elas estavam

Ⓐ assustadas

Ⓑ zangadas

Ⓒ contentes

Ⓓ arrependidas

3. Quando Gabriela se zangou, a sua Mãe parecia

Ⓐ zangada

Ⓑ decepcionada

Ⓒ simples

Ⓓ sorpreendida

4. A senhora Escobar queria ir trabalhar mas Gabriela

Ⓐ pensava que não necessitavam do dinheiro

Ⓑ não queria que a mãe fôsse trabalhar

Ⓒ não queria ficar com as irmãs

Ⓓ queria arranjar trabalho para que a mãe não fôsse trabalhar

5. A senhora Escobar sabia que Gabriela não queria ficar em casa todas as tardes por isso:

Ⓐ decidiu pagar-lhe para tratar das irmãs

Ⓑ a mãe zangou-se quando Gabriela disse que não cuidaria das suas irmãs

Ⓒ sabia que não podia ir trabalhar se a Gabriela não quisesse tratar da Teresa e da Margarida

Ⓓ não pensou que Teresa e Margarida gostariam de ficar com alguém

R 5.[illegible]
Given [illegible]pic, the student
will [illegible]le to identify
which [illegible] of these is the
best source of information
about the topic: a dictionary, an atlas, an encyclopedia, a telephone directory, a magazine, or a
catalog.
(Criterion: 4)

Portuguese Criterion Reference Test

Reading

Nome______________________________

Data______________________________

INSTRUÇÕES: Encontra a melhor resposta para cada uma das seguintes perguntas. Marca o espaço da resposta que escolhes.

1. Para encontrar o significado de uma palavra, tu podes consultar um/uma

Ⓐ atlas
Ⓑ revista
Ⓒ dicionário
Ⓓ lista de telefone

2. Para aprender acerca do primeiro homem que aterrou na lua, tu podes consultar um/uma

Ⓐ atlas
Ⓑ catálogo
Ⓒ enciclopédia
Ⓓ lista de telefone

3. Se quiseres chamar algum amigo ao telefone, encontrarás o seu número em um/uma

Ⓐ atlas
Ⓑ revista
Ⓒ catálogo
Ⓓ lista de telefone

4. Tu podes encontrar o preço de uma bola nova de futebol em um/uma

Ⓐ catálogo
Ⓑ dicionário
Ⓒ enciclopédia
Ⓓ lista de telefone

5. Se quiseres escolher um caminho para viajar a volta dos Estados Unidos, poderás consultar um/uma

Ⓐ atlas

Ⓑ catálogo

Ⓒ revista

Ⓓ enciclopédia

The [illegible] will be able to
read a [illegible] or paragraph
and [illegible]tate it by stat-
ing the main idea and
supporting facts.
(criterion 4)

Portuguese Criterion Reference Test

Reading

NOME______________________________

DATA______________________________

INSTRUÇÕES: Lê a selecção. Encontra o tema principal da história. Depois encontra cuatro ideias na história que suportam o tema principal. Marca o espaço que indica a resposta que escolhes.

O aparecimento da máquina a vapor veio revolucionar todo o sistema de transportes. Aumentou-se especialmente a rapidez.

Construiram-se grandes locomotivas que arrastam atrás de si muitas carruagens ou vagões, deslizando sobre carris de ferro-nasceu o caminho de ferro.

Aplicou-se também a máquina a vapor ao barco. Esta fazia girar duas enormes rodas, parecidas com as das azenhas de hoje, que impulsionavam o barco. No entanto, este aperfeiçoamento não deixava ainda que se dispensassem as velas. Só com a descoberta do hélice, os barcos passaram a navegar sem a ajuda do vento ou dos remos.

Mas não foram precisos muitos anos para que surgisse nova e grande revolução nos transportes: é inventado o motor de explosão. Com ele, nascerá o automóvel e o avião: é uma questão de tempo, e não muito.

O motor de explosão é aplicado a todos os meios de transporte. Mais uma vez se aumenta a velocidade.

Portuguese Criterion Reference Test

Reading

R 6.101

1. O tema principal da história é:

Ⓐ A máquina a vapor e o motor de explosão revolucionaram o sistema de transportes.

Ⓑ Os locomotivas arrastam carruagens.

Ⓒ A máquina a vapor faz giar enormes rodas.

Ⓓ A velocidade do sistema de transportes se aumentou.

2. Uma ideia que suporta o tema principal é:

Ⓐ Barcos precisam velas e remos.

Ⓑ Nasceu o caminho de ferro.

Ⓒ Os carris sao feitos de ferro.

Ⓓ Os barcos têm duas rodas.

3. Uma ideia que suporta o tema principal é:

Ⓐ Os barcos passaram a navigar sem velas.

Ⓑ As rodas eram enormes.

Ⓒ O helice foi descoberta.

Ⓓ Não foram preciso muitos anos.

4. Uma ideia que suporta o tema principal é:

Ⓐ A revolução nos transportes foi grande.

Ⓑ O motor de explosão é aplicado a todos meios de transporte.

Ⓒ Não levou muito tempo.

Ⓓ O motor de explosão foi inventada.

5. Uma ideia que suporta o tema principal é:

Ⓐ O automóvel é um meio de transporte.

Ⓑ A velocidade do sistema de transportes se aumentou.

Ⓒ Uma revolução começou.

Ⓓ Foi uma questão de tempo.

R 6 2
The [illegible] will be able to
read [illegible] interpret facts
from a map.
(Criterion: 4)

Portuguese Criterion Reference Test

Reading

Nome ____________________

Data ____________________

INSTRUÇÕES: Usa o mapa para responder às perguntas. Marca o espaço da resposta que escolhes.

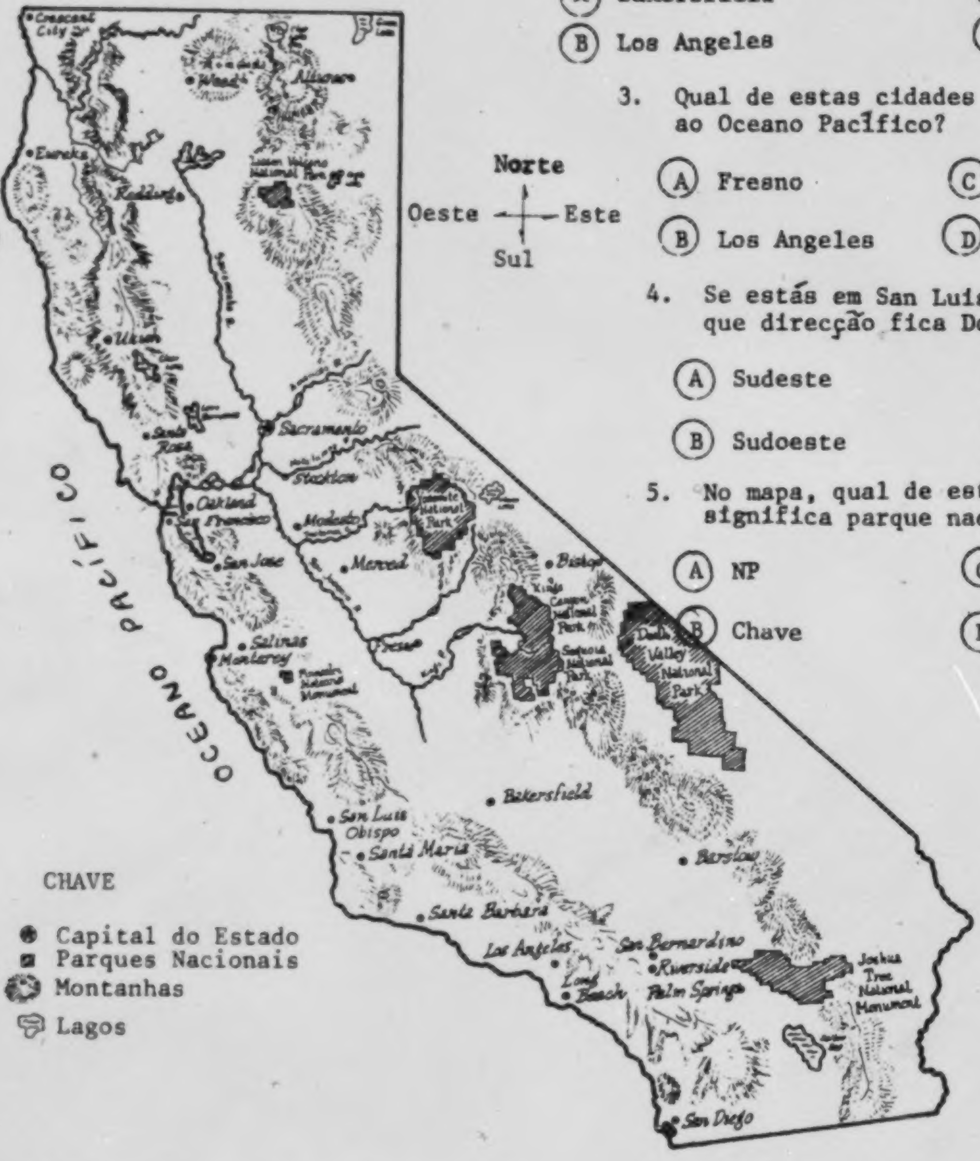
---

1. Qual destas cidades está ao Norte da capital de Califórnia?

Ⓐ Barstow Ⓒ San José

Ⓑ Merced Ⓓ Weed

ESTADO DE CALIFÓRNIA


Crescent City
Weed
Alturas
Eureka
Redding
Lassen Volcanic National Park
Ukiah
Santa Rosa
Sacramento
Stockton
Oakland
San Francisco
Modesto
Yosemite National Park
San Jose
Merced
Bishop
Kings Canyon National Park
Sequoia National Park
Death Valley National Park
Fresno
Salinas
Monterey
Pinnacles National Monument
OCEANO PACÍFICO
Bakersfield
San Luis Obispo
Santa Maria
Barstow
Santa Barbara
Los Angeles
San Bernardino
Riverside
Long Beach
Palm Springs
Joshua Tree National Monument
San Diego
Norte
Oeste
Este
Sul

2. Qual de estas cidades está situada entre San Luis Obispo e Santa Barbara?

Ⓐ Bakersfield Ⓒ San Bernardino

Ⓑ Los Angeles Ⓓ Santa Maria

3. Qual de estas cidades não está próximo ao Oceano Pacífico?

Ⓐ Fresno Ⓒ Monterey

Ⓑ Los Angeles Ⓓ San Diego

4. Se estás em San Luis Obispo, para que direcção fica Death Valley?

Ⓐ Sudeste Ⓒ Noroeste

Ⓑ Sudoeste Ⓓ Nordeste

5. No mapa, qual de estes sinais significa parque nacional?

Ⓐ NP Ⓒ ▰

Ⓑ Chave Ⓓ *

CHAVE

● Capital do Estado
▨ Parques Nacionais
Montanhas
Lagos

R 6.103
The student will be able to read and interpret facts from a chart.
(Criterion: 4)

Portuguese Criterion Réference Test

Reading

NOME ______________________________

DATA ____________________ ________

INSTRUÇÕES: Usa a informação nesta página para responderes às perguntas. Marca o espaço que indica a resposta que escolhes.

COMPETÊNCIA DE COMER GELADOS

Nomes	Número de Gelados Comidos										
	5	6	7	8	9	10	11	12	13	14	15
Gabriela						X					
Anna				X							
Filomena											X
Davide					X						
Antônio			X								
Leonel									X		
Luis					X						
Isabel	X										
Florinda							X				

1. Quem comeu mais gelados?

Ⓐ Davide

Ⓑ Antônio

Ⓒ Luis

Ⓓ Isabel

2. Quem comeu sete gelados?

Ⓐ Anna

Ⓑ Antônio

Ⓒ Florinda

Ⓓ Luis

3. Quantos gelados comeu a Gabriela?

Ⓐ 8

Ⓑ 10

Ⓒ 5

Ⓓ 11

4. Quais das duas pessoas comeram a mesma quantidade de gelados?

Ⓐ Florinda e a Anna

Ⓑ Leonel e a Isabel

Ⓒ Davide e o Luis

Ⓓ Gabriela e a Filomena

5. Quantas pessoas houve na competição?

Ⓐ 1

Ⓑ 5

Ⓒ 9

Ⓓ 15

R 6.2[illegible])
The st[illegible] will be able to read [illegible]rticle, extract facts, and use these facts in completing a simple outline.
(Criterion: 4)

Portuguese Criterion Reference Test

Reading

NOME ______________________

DATA ______________________

INSTRUÇÕES: Lê o artigo e o esboço que segue. Escolhe as respostas para preencher o esboço. Marca o espaço que indica a resposta que escolhes.

Os homens sentiram, desde sempre, a necessidade de comunicarem entre si, transmitir ao seu semelhante os seus conhecimentos, as suas ideias.

Em tempos muito antigos, as comunicações eram transmitidas, ùnicamente, por meio do gesto e da linguagem; pois, o homem não sabia ainda escrever. Quando a escrita foi inventada as comunicações à distância passaram a ser enviadas por homens que, a pé ou a cavalo, percorriam diàriamente grandes distâncias para entregarem mensagens. Estes homens chamavam-se mensageiros.

Assim hoje, quando queremos comunicar com alguém que está presente, falamos. Mas, se a pessoa com quem queremos estabelecer comunicação está distante, escrevemos, telegramos ou telefonamos. Para isso podemos dispor dos serviços dos Correio e Telecomunicações.

Através de um aparelho de "rádio" e "televisão", podemos saber notícias dos mais importantes acontecimentos nacionais ou mundiais.

Foi a electricidade que originon as descobertas dos aparelhos modernos de comunicação e que revelucionou a técnica das comunicações.

Portuguese Criterion Reference Test

Reading

R 6.204

I A necessidade de comunicar

A ______________________

B Para transmitir as ideias

II Comunicação antiga

A Antes da escrita inventada

1 por meio do gesto

2 por meio da linguagem

B ______________________

1 pelo mensageiros

III Comunicação do presente

A ______________________

1 para escrever

2 para telefonar

3 para telegramar

B Outros aparelhos de comunicação

1 Rádio

2 ____________________

IV ________________________

A originou descobertas dos aparelhos

B revolucionou a técnica das comunicações

R 6.205
Given a selection to read, the student will be able to choose the best statement of cause and effect from a list supplied. (Criterion: 1)

Portuguese Criterion Reference Test

Reading

NOME ______________________________

DATA ______________________________

Instruções: Lê cada um dos cinco contos. Depois encontra a resposta que faria a melhor declaração de causa e efeito. Marca o espaço que indica a resposta que escolhes.

Emanuel foi à cozinha beber água. Abriu a torneira e deixou correr a água por uns segundos antes de a beber, para a obter mais fria. De repente viu muita água no chão. Os canos são novos, não deveriam de verter, pensou o Emanuel. Olhou para pôr debaixo da pia de lavar a louça e viu que os canos de esgoto não estavam bem unidos. Emanuel fechou a torneira e correu a encontrar a alguém para o ajudar arranjar os canos.

1 Ⓐ Os canos vertiam porque eram velhos demais.
Ⓑ Os canos vertiam porque a água estava quente demais.
Ⓒ Havia água no chão porque os canos vertiam.
Ⓓ Havia água no chão porque Emanuel deixou cair um copo de água no chão.

Aida foi ao quintal de trás da casa e fez um rego ao lado da casa. Plantou uma tomateira. Regou-a no primeiro dia, mas no dia seguinte foram para o campo e ela esqueceu-se da tomateira. No terceiro dia Aida esteve tão ocupada com as suas amigas que não pensou mais na tomateira. O tempo esteve muito quente e seco durante toda a semana. Quando Aida se lembrou de regar a planta, já foi muito tarde. A tomateira já estava seca.

2 A tomateira secou porque:

Ⓐ alguém cortou um tomate
Ⓑ não estava ao sol
Ⓒ não regou a planta bastantes vezes
Ⓓ as amigas de Aida pisaram a tomateira

Numa noite muito escura, Antônio conduzia para casa. Havia muito vento e estava muito frio lá fora. Antônio tinha muito sono e a única coisa que queria era chegar a sua casa. De repente o carro parou. "Oh não!" disse Antônio. "Acabou-se a gasolina; agora tenho que dormir no carro até de manhã. Nao encontrarei uma estação de gasolina aberta a esta hora."

3 Ⓐ O carro parou porque o motor estava frio.
Ⓑ O carro parou porque não tinha gasolina.
Ⓒ Antônio parou o carro porque queria dormir.
Ⓓ Antônio conduzia para sua casa porque esteve muito cansado.

Bilingual Education - Hayward Unified School District

R 6.205

A Felipa olhou para o relôgio. Eram cinco horas. Ela sabia que a reunião realizava-se às seis. O telefone tocou. Era a amiga da Felipa, a Susana. "Felipa," disse-ela, "Estávas para me vir buscar antes das seis. Já são depois das seis. Estamos atresadas."

"Meu relôgio parou," disse a Felipa. Está parado nas cinco. Venho depressa."

4 Felipa estava atresada porque

Ⓐ o relôgio parou

Ⓑ a sua amiga chamou-a

Ⓒ a reunião começou cedo.

Ⓓ ela esqueceu-se da reunião

O Ricardo e Manuel vendiam jornais diários todos os dias. Uma manhã houve uma novidade muito importante; todos queriam comprar um jornal. Mas algums dos clientes velhos do Ricardo e Manuel não receberam o diárco naquela manhã.

5 Algumes pessoas não receberam o diário por que o Ricardo e Manuel

Ⓐ deixaram o seu trabalho

Ⓑ perderam os diarios

Ⓒ não tinham bastantes diários

Ⓓ não queriam vender diários

R 6.206
Given a reading selection of factual material, the student will be able to identify the key words which may be used to locate additional information in an encyclopedia.
(criterion 4)

Portuguese Criterion Reference Test

Reading

NOME ____________________________________

DATA____________________________________

Atividade Sugerida

Lê o parágrafo que segue. No parágrafo acham-se palavras chaves que nos ajudam a obtener mais informação numa enciclopédia. Cada conjunto de palavras abaixo tem uma palavra chave. Acha a palavra e marca o espaço que indica a resposta escolhes.

Há muita gente de grupos étnicos que vivem em Califórnia. Alguns de estes grupos são negro-americanos, mexicano-americanos, japonês-americanos e chinês-americanos. Quanto sabes da história, cultura, religião e costumes de estes grupos?

1. Ⓐ Estados Unidos
   Ⓑ América
   Ⓒ California

2. Ⓐ casas
   Ⓑ costumes
   Ⓒ mexicano-americanos

3. Ⓐ Negro-americanos
   Ⓑ cultura
   Ⓒ Angola

4. Ⓐ Vietname
   Ⓑ China
   Ⓒ India

5. Ⓐ religião
   Ⓑ budismo
   Ⓒ catolicismo

X G[illegible]? Given [illegible], the student will be able to identify it as a: biography, autobiography, fairytale, myth, or tall tale. (Criterion 4)

Portuguese Criterion Reference Test

Reading

Nome____________________________

Data____________________________

INSTRUCOES: Lê cada passagem. Lê a oração a seguir. Marca o espaço que indica a resposta que escolhes.

"Vai!" disse Apolo, com um gesto de zangado. "Mata a besta. Traz-me o seu grandioso dente branco e um archote aceso com lambia acolhedora. Então permitirei que a luz brilhante volta a iluminar a terra uma vez mais."

1. Esta passagem é provàvelmente

Ⓐ um mito Ⓑ um poema Ⓒ uma biografia Ⓓ um conto de fadas

"Tu fizeste uma coisa tonta!" gritou a rã. "Imediatamente, passa para o círculo mágico. Ainda há tempo para salvar-te."

Alexandre brincou dentro de círculo. Estava a tremer de medo, quando ao fechar os olhos viu um relâmpago de luz. Quando abriu olhos viu um novo palácio, como se nunca tivesse desaparecido. E a rã, perguntas? Desapareceu e nunca mais a voltarás a ver.

2. Esta passagem é provàvelmente

Ⓐ um poema Ⓑ um artigo Ⓒ um editorial Ⓓ um conto

Havia um agricultor que era tão forte que podia levantar pedras grandes só com uma mão. Quando limpava a sua terra tirava todas as pedras que estavam no seu caminho. Algumas vezes atirava com as pedras para o estado do vizinho.

Um dia estava tanto calor, que decidiu ir nadar para o lago, mas estava tão longe que decidiu fazer de outra maneira. Primeiro fez um poço do tamanho de um lago. Depois levantou uma pedra grande e atirou com ela no lago. Tanta água saltou do lago que encheu o poço que ele tinha feito. O resto do dia passou-o nadando no seu próprio lago.

3. Esta passagem é provàvelmente

Ⓐ uma comédia Ⓑ um conto Ⓒ um editorial Ⓓ uma biografia

Eu nasci em 1960 na cidade de Los Angeles. Quando fiz os sete anos, comeci a aprender a tocar guitarra. Imediatamente comecei a tocar música com os meus amigos da escola. O ano passado ganhamos um prêmio e agora actuamos na televisão uma vez por semana.

4. Esta passagem é provàvelmente

Ⓐ uma lenda Ⓑ uma biografia Ⓒ uma autobiografia Ⓓ conto

John Muir nasceu em 1838. Passou uma vida estudando a natureza. Viajou a pê por toda a parte nos Estados Unidos. Estudou nos bosques e glaciares. Ajudou a planear o sistema de parques nacionais, isto ajudou a manter a terra no seu estado natural. Yosemite é um dos parques que ele ajudou a salvar, a onde agora a gente se pode ir divertir.

5 Esta passagem é provàvelmente

Ⓐ um drama Ⓑ um poema Ⓒ um biografia Ⓓ uma autobiografia

APPENDIX V

Kindergarten thru Sixth Grade English
Math Criterion Reference Tests

M 0.101

Given a pair of equivalent sets, the student will be able to indicate a one-to-one correspondence between members of these sets by constructing lines.

English Criterion Reference Test
Math

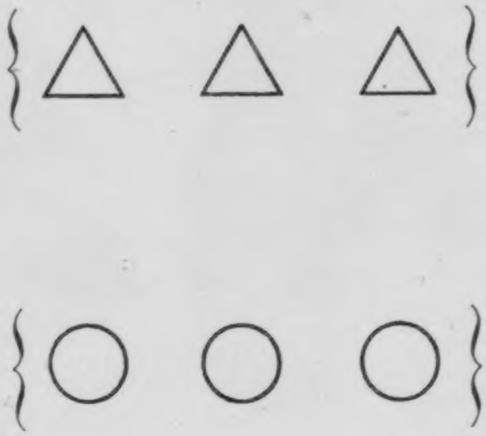
NAME ______________________

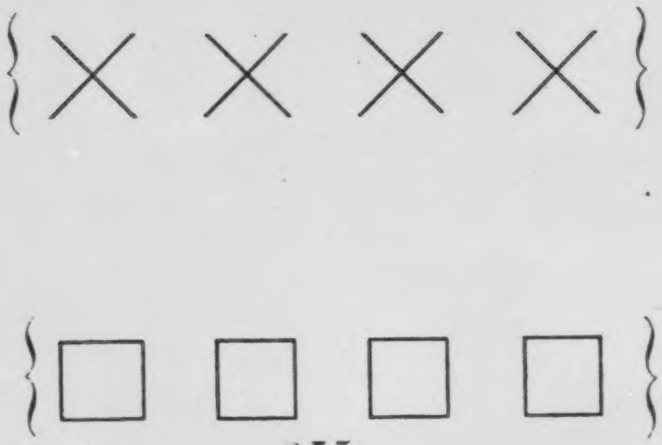
DATE ______________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Show the student a pair of equivalent sets drawn on paper or the chalkboard. Ask the student to match the objects of the sets by constructing lines between the objects.





English Criterion Reference Test
Math

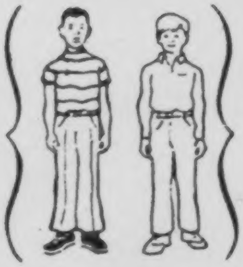
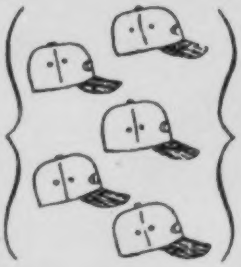
NAME ______________________________

DATE ______________________________

M 0.102

Given a group of sets, the student will be able to identify the empty set. (Criterion: 4)

1

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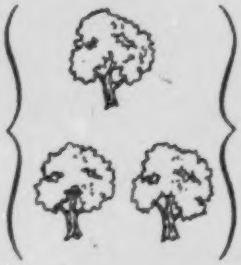
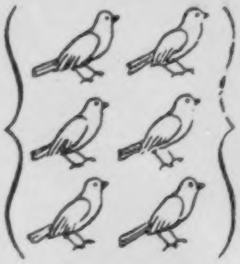

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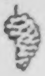
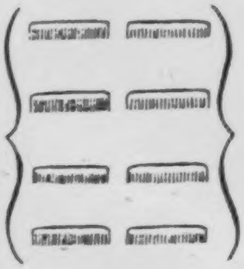
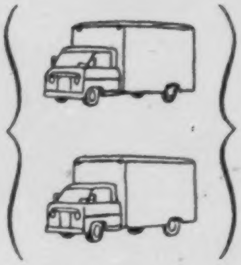

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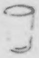
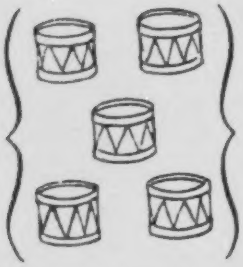
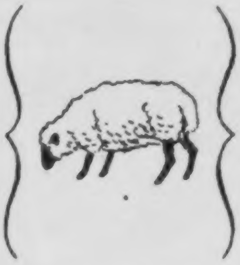

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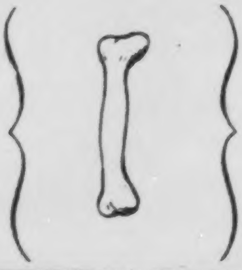
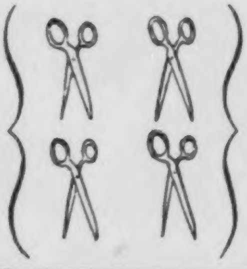



Bilingual Education -
Hayward Unified School District

English Criterion Reference Test

Math Objective M 0.102

DIRECTIONS

Item 1 SAY: Point to the spoon. Beside the spoon are some sets. Find the empty set. Draw a circle around it.

Item 2 SAY: Now point to the flower. Look at the sets. Find the empty set. Draw a circle around it.

Item 3 SAY: Now point to the grapes. Look at the sets. Find the empty set. Draw a circle around it.

Item 4 SAY: Now point to the glass. Look at the sets. Find the empty set. Draw a circle around it.

Item 5 SAY: Now point to the candle. Look at the sets. Find the empty set. Draw a circle around it.

M 0.203

Given a set of closed and open curves, the student will be able to identify a circle, triangle, square. (Criterion: 4)

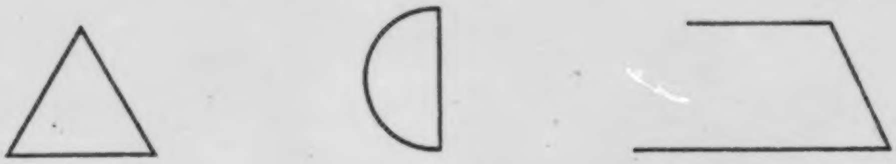
English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

1



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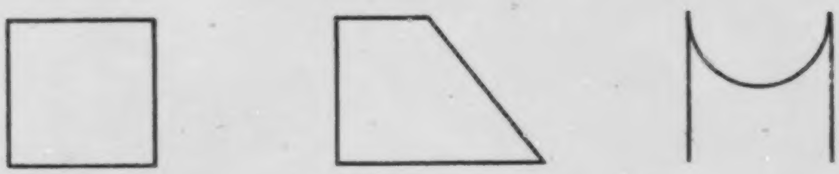

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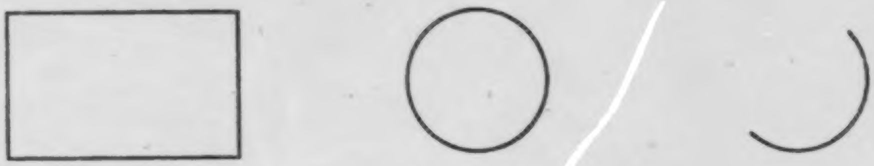

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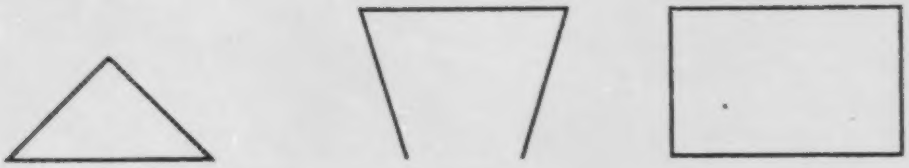

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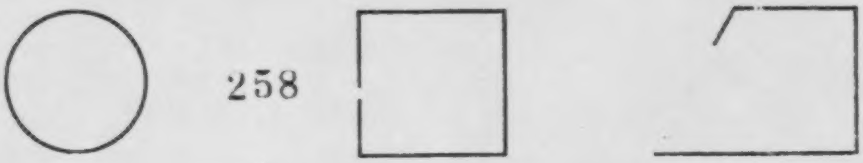


Bilingual Education - Hayward Unified School District

DIRECTIONS

Item 1 SAY: Point to the spoon. Beside the spoon are some figures. Find the figure that is a triangle. Draw a circle around it.

Item 2 SAY: Now point to the flower. Look at the figures. Draw a circle around the figure that is a square.

Item 3 SAY: Now point to the grapes. Look at the figures. Draw a circle around the figure that is a circle.

Item 4 SAY: Now point to the glass. Look at the figures. Draw a circle around the figure that is a triangle.

Item 5 SAY: Now point to the candle. Look at the figures. Draw a circle around the figure that is a square.

M 0.204

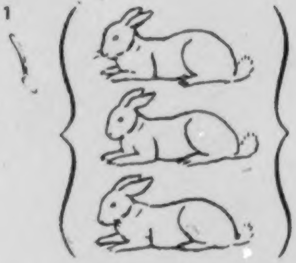
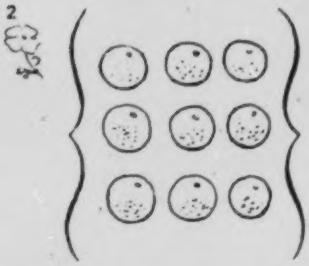
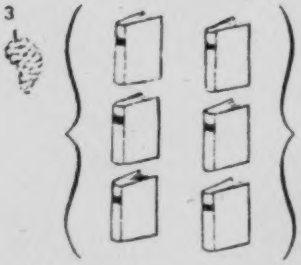
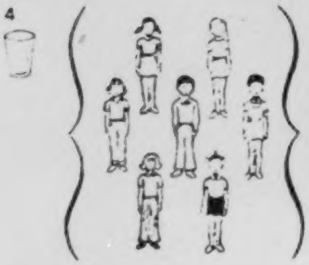
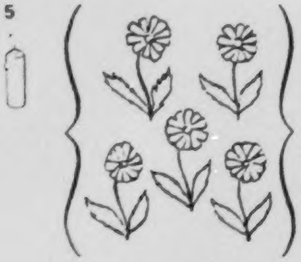
Given a set of objects, the student will be able to identify the cardinal number of the set. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

1		2	3	4
2		7	8	9
3		3	5	6
4		7	8	9
5		2	5	6

DIRECTIONS

Item 1 SAY: Point to the spoon. Beside the spoon is a set of rabbits. Next to the rabbits are some numerals. Find the numeral that shows the number of rabbits in the set. Draw a circle around that numeral.

Item 2 SAY: Now point to the flower. Look at the set of oranges. Find the numeral that shows the number of oranges in the set. Draw a circle around that numeral.

Item 3 SAY: Now point to the grapes. Look at the set of books. Find the numeral that shows the number of books in the set. Draw a circle around that numeral.

Item 4 SAY: Now point to the glass. Look at the set of girls. Find the numeral that shows the number of girls in the set. Draw a circle around that numeral.

Item 5 SAY: Now point to the candle. Look at the set of flowers. Find the numeral that shows the number of flowers in the set. Draw a circle around that numeral.

M 0.205
The student will be able to write the numerals from 0 to 10.

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Ask the student to write the numerals from 0 to 10.

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English Criterion Reference Test

Math

NAME ______________________________

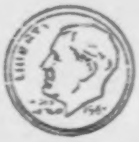
DATE ______________________________

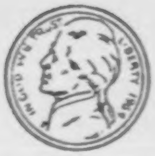
M 1.101

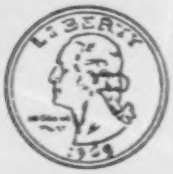
Given a picture of a coin, the student will be able to identify it.

(Criterion: 4)

1







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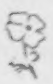

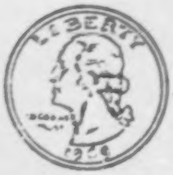

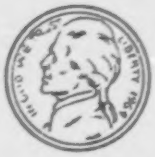

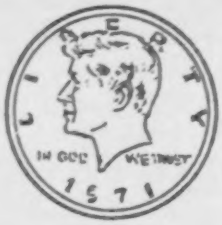

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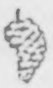

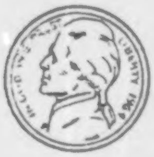

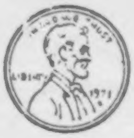

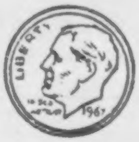

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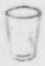

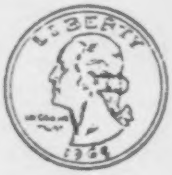

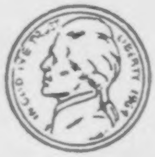

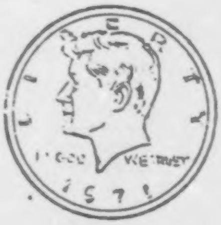

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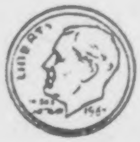

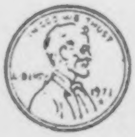

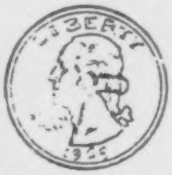

English Criterion Reference Test

Math

Objective M 1.101

DIRECTIONS

Item 1 SAY: Point to the spoon. Look at the pictures of the coins. Find the picture of the nickel. Draw a circle around it.

Item 2 SAY: Now point to the flower. Look at the pictures of the coins. Draw a circle around the quarter.

Item 3 SAY: Now point to the grapes. Look at the pictures of the coins. Draw a circle around the penny.

Item 4 SAY: Now point to the glass. Look at the pictures of the coins. Draw a circle around the half-dollar.

Item 5 SAY: Now point to the candle. Look at the pictures of the coins. Draw a circle around the dime.

M 1.102

Given a number word and a selection of numerals from 0 to 10, the student will be able to match the number word to the numeral.
(Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

1	one	1	2	4
2	ten	2	8	10
3	five	4	5	7
4	seven	3	6	7
5	zero	0	5	10

English Criterion Reference Test

Math

Objective M 1.102

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the number word. Next to the word are some numerals. Find the numeral that names this number word. Draw a circle around the numeral.

Item 2 SAY: Find Number 2. Look at the number word. Draw a circle around the numeral that names this number word.

Item 3 SAY: Find Number 3. Look at the number word. Draw a circle around the numeral that names this number word.

Item 4 SAY: Find Number 4. Look at the number word. Draw a circle around the numeral that names this number word.

Item 5 SAY: Find Number 5. Look at the number word. Draw a circle around the numeral that names this number word.

M 1.103

Given a series of number combinations (basic facts) from 0-9 in written form, the student will be able to solve any combination such as 4 + 3 or 9 + 2. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

1	$6 + 0$	0	6	7
2	$4 + 3 = \_\_$	1	2	7
3	$4 + 4$	0	4	8
4	$1 + 2$	3	7	9
5	$7 + 2 = \_\_$	5	8	9

English Criterion Reference Test
Math
Objective M 1.103

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the addition combination 6 + 0. Now look at the numerals next to 6 + 0. Find the numeral that is the sum of 6 + 0.. Draw a circle around that numeral.

Item 2 SAY: Find Number 2. Look at the addition combination 4 + 3. Draw a circle around the numeral that is the sum of 4 + 3.

Item 3 SAY: Find Number 3. Look at the addition combination 4 + 4 Draw a circle around the numeral that is the sum 4 + 4.

Item 4 SAY: Find Number 4. Look at the addition combination 1 + 2. Draw a circle around the numeral that is the sum 1 + 2.

Item 5 SAY: Find Number 5. Look at the addition combination 7 + 2. Draw a circle around the numeral that is the sum of 7 + 2.

M1.204
Given a picture of a coin, the student will be able to give its value in cents.
(Criterion: 4)

English Criterion Reference Test
Math

NAME ______________________________

DATE ______________________________

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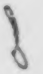
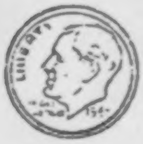
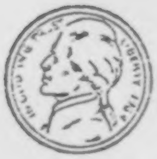
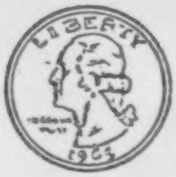

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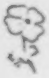
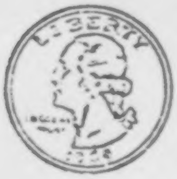
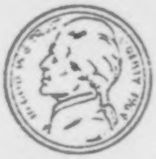
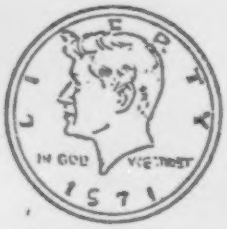

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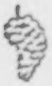
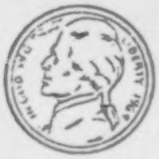
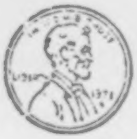
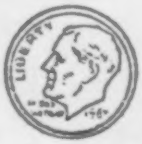

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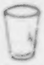
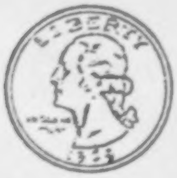
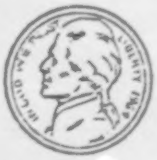
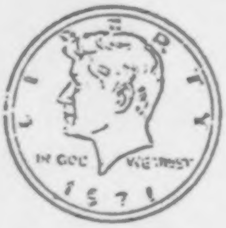

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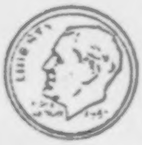
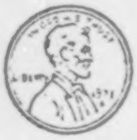
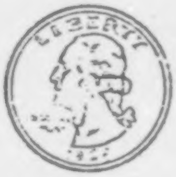

English Criterion Reference Test

Math

M 1.204

DIRECTIONS:

Item 1 Say: Point to the spoon. Look at the pictures of the coins. Find the coin that is worth ten cents. Draw a circle around it.

Item 2 Say: Now point to the flower. Look at the pictures of the coins. Find the coin that is worth fifty cents. Draw a circle around it.

Item 3 Say: Now point to the grapes. Look at the pictures of the coins. Find the coin that is worth five cents. Draw a circle around it.

Item 4 Say: Now point to the glass. Look at the picutres of the coins. Find the coin that is worth twenty five cents. Draw a circle around it.

Item 5 Say: Now point to the candle. Look at the pictures of the coins. Find the coin that is worth one cent. Draw a circle around it.

M 1.

Given a number line, the student will be able to identify odd or even numbers.

(criterion 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

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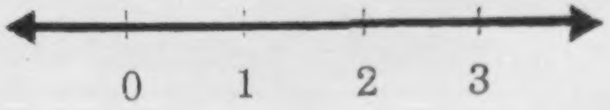

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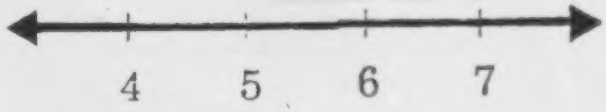

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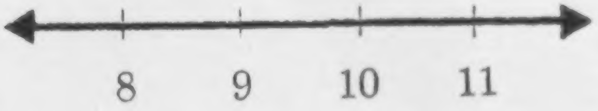

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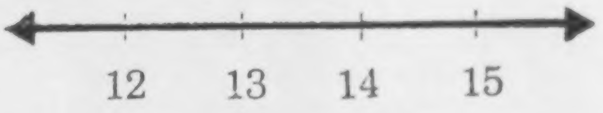

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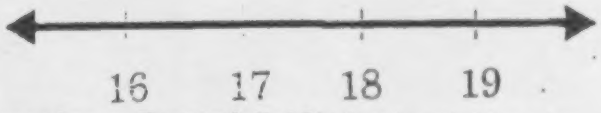

English Criterion Reference Test

Math

M 1.205

DIRECTIONS:

Item 1	Say:	Find number 1. Next to number 1 is a part of a number line. Find any odd number on the number line. Draw a circle around it.
Item 2	Say:	Find number 2. Find any even number on the number line. Draw a circle around it.
Item 3	Say:	Find number 3. Find any even number on the number line. Draw a circle around it.
Item 4	Say:	Find number 4. Find any odd number on the number line. Draw a circle around it.
Item 5	Say:	Find number 5. Find any even number on the number line. Draw a circle around it.

M 1.206

Given a dictated number between 0 and 100, the student will be able to identify the correct numeral. (Criterion: 1)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

1

3 13 31

2

44 45 54

3

69 79 96

4

67 76 77

5

10 90 100

English Criterion Reference Test

Math

Objective M 1.206

DIRECTIONS

Item 1	SAY:	Find Number 1. Beside Number 1 are some numerals. Listen to the number that I say: *13*. Draw a circle around the numeral *13*.
Item 2	SAY:	Now find Number 2. Listen to this number: *45*. Draw a circle around the numeral *45*.
Item 3	SAY:	Now find Number 3. Listen to this number: *69*. Draw a circle around the numeral *69*.
Item 4	SAY:	Now find Number 4. Listen to this number: *77*. Draw a circle around the numeral *77*.
Item 5	SAY:	Now find Number 5. Listen to this number: *100*. Draw a circle around the numeral *100*.

English Criterion Reference Test

Math

NAME ____________________________

DATE ____________________________

M 1.207

Given a set of pictures of regions, the student will be able to choose the region that has 1/2 or 1/4 shaded. (Criterion 4)

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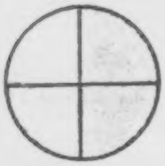

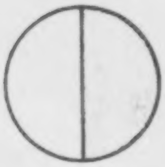

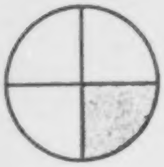

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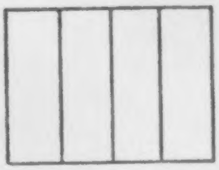

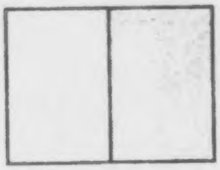

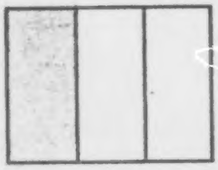

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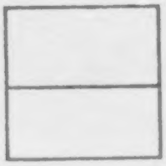

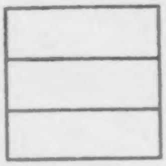

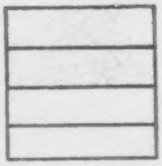

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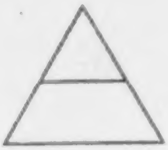

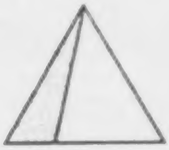

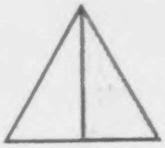

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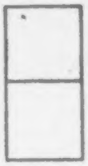
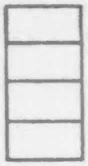
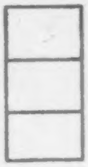






English Criterion Reference Test

Math

Objective M 1.207

DIRECTIONS

Item 1 SAY: Find Number 1. Beside Number 1 are some figures. Draw a circle around the figure that is 1/2 shaded.

Item 2 SAY: Now find Number 2. Draw a circle around the figure that is 1/4 shaded.

Item 3 SAY: Now find Number 3. Draw a circle around the figure that is 1/2 shaded.

Item 4 SAY: Now find Number 4. Draw a circle around the figure that is 1/2 shaded.

Item 5 SAY: Now find Number 5. Draw a circle around the figure that is 1/4 shaded.

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

M 1.208

Given a series of number combinations (basic facts) from 0-9 in written form, the student will be able to solve any combination such as 4—3 or 9—2. (Criterion: 4)

1	$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$	0	6	7
2	4 − 3 = ___	1	2	7
3	$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$	0	4	8
4	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	3	7	9
5	7 − 2 = ___	5	8	9

English Criterion Reference Test

Math

Objective M 1.208

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the subtraction combination 6 - 0. Find the numeral that is the difference of 6 - 0. Draw a circle around that numeral.

Item 2 SAY: Find Number 2. Look at the subtraction combination 4 - 3. Draw a circle around the numeral that is the difference of 4 - 3.

Item 3 SAY: Find Number 3. Look at the subtraction combination 4 - 4. Draw a circle around the numeral that is the difference of 4 - 4.

Item 4 SAY: Find Number 4. Look at the subtraction combination 5 - 2. Draw a circle around the numeral that is the difference of 5 - 2.

Item 5 SAY: Find Number 5. Look at the subtraction combination 7 - 2. Draw a circle around the numeral that is the difference of 7 - 2.

M 1.20y
The student will be able to recognize "families of facts" by identifying the missing member of the set
(criterion 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

1
1 + 2 = 3   2 + 1 = 3
3 − 1 = 2   __________

2
4 + 2 = 6   2 + 4 = 6
__________   6 − 2 = 4

3
__________   5 + 3 = 8
8 − 3 = 5   8 − 5 = 3

4
5 + 0 = 5   __________
5 − 0 = 5   5 − 5 = 0

5
2 + 7 = 9   7 + 2 = 9
__________   9 − 7 = 2

Bilingual Education - Hayward Unified School District

English Criterion Reference Test

Math

Objective M 1.209

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the "family of facts." The empty line shows that one fact is missing. Write the missing fact on the empty line.

Item 2 SAY: Find Number 2. Look at the family of facts. Write the missing fact on the empty line.

Item 3 SAY: Find Number 3. Look at the family of facts. Write the missing fact on the empty line.

Item 4 SAY: Find Number 4. Look at the family of facts. Write the missing fact on the empty line.

Item 5 SAY: Find Number 5. Look at the family of facts. Write the missing fact on the empty line.

M 1.210

In performing the operation of addition on three one-digit numbers, the student will be able to add the third number to the sum of the first two. (Criterion: 4)

English Criterion Reference Test

Math

NAME ________________________

DATE ________________________

1	4 + 1 + 2 = ☐ + 2	3	5	7
2	2 + 2 + 1 = ☐ + 1	2	4	5
3	3 + 0 + 5 = ☐ + 5	0	3	5
4	6 + 2 + 1 = ☐ + 1	6	8	9
5	7 + 8 + 3 = ☐ + 3	7	11	15

English Criterion Reference Test
Math

Objective M 1.210

DIRECTIONS

Item 1 SAY: Find Number 1. Beside Number 1 is a number sentence. The box means that a numeral is missing. Find the missing numeral which makes the sentence true. Draw a circle around it.

Item 2 SAY: Find Number 2. Draw a circle around the numeral which makes the sentence true.

Item 3 SAY: Find Number 3. Draw a circle around the numeral which makes the sentence true.

Item 4 SAY: Find Number 4. Draw a circle around the numeral which makes the sentence true.

Item 5 SAY: Find Number 5. Draw a circle around the numeral which makes the sentence true.

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

M 2.101

Given a series of number combinations (basic facts), from 0 to 18, in written form, the student will be able to solve any combinations such as 9 + 4.

(Criterion: 4)

1	7 + 3	4	10	11
2	9 + 5 = ___	4	14	15
3	7 + 5	11	12	14
4	11 + 7 = ___	4	16	18
5	9 + 9 = ___	7	18	10

English Criterion Reference Test Objective M 2.101
Math

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the addition combination 7 + 3. Now look at the numerals next to the combination. Find the numeral that is the sum of 7 + 3. Draw a circle around that numeral.

Item 2 SAY: Find Number 2. Find the numeral that is the sum of 9 + 5. Draw a circle around that numeral.

Item 3 SAY: Find Number 3. Find the numeral that is the sum of 7 + 5. Draw a circle around that numeral.

Item 4 SAY: Find Number 4. Find the numeral that is the sum of 11 + 7. Draw a circle around that numeral.

Item 5 SAY: Find Number 5. Find the numeral that is the sum of 9 + 9. Draw a circle around that numeral.

M 2.102

Given any numeral between 1 and 150, the student will be able to identify the numerals as a collection of ones and tens and hundreds.
(Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

1

6

6 hundreds

6 ones

6 tens

2

27

2 tens, 7 ones

20 tens, 7 ones

7 tens, 2 ones

3

80

8 tens

80 tens

8 ones, 1 ten

4

142

1 hundred, 2 tens, 4 ones

4 hundreds, 2 tens, 1 one

1 hundred, 4 tens, 2 ones

5

135

5 hundreds, 3 tens, 1 one

1 hundred, 3 tens, 5 ones

3 hundreds, 5 tens, 1 one

English Criterion Reference Test

Math Objective M 2.102

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the numeral *6*. Beside the numeral are other names for numerals. Find the one that is another name for the numeral *6*. Draw a circle around it.

Item 2 SAY: Find Number 2. Look at the numeral *27*. Draw a circle around another name for the numeral *27*.

Item 3 SAY: Find Number 3. Look at the numeral *80*. Draw a circle around another name for the numeral *80*.

Item 4 SAY: Find Number 4. Look at the numeral *142*. Draw a circle around another name for the numeral *142*.

Item 5 SAY: Find Number 5. Look at the numeral *135*. Draw a circle around another name for the numeral *135*.

English Criterion Reference Test
Math

M 2.103

Shown a graphic illustration of any numeral between 0 and 999, the student will be able to name the numeral.

(criterion 4)

NAME ______________________________

DATE ______________________________

Teacher-Observed Pupil Performance Objective

Suggested Activity

Give the student some written numerals between 0 and 999. Ask him to name orally each numeral.

- 39
- 47
- 251
- 806
- 960

English Criterion Reference Test

Math

Objective M 2.104

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the number sentence. The empty box shows that a symbol is missing. Now look at the symbols next to the number sentence. Find the symbol that belongs in the empty box. Draw a circle around it.

Item 2 SAY: Find Number 2. Look at the number sentence. Draw a circle around the symbol that belongs in the empty box.

Item 3 SAY: Find Number 3. Look at the number sentence. Draw a circle around the symbol that belongs in the empty box.

Item 4 SAY: Find Number 4. Look at the number sentence. Draw a circle around the symbol that belongs in the empty box.

Item 5 SAY: Find Number 5. Look at the number sentence. Draw a circle around the symbol that belongs in the empty box.

M 2.105

Given a region or set of objects, the student will be able to identify 1/2, 1/4, 1/3, 2/3, or 3/4 of the region or set. (Criterion: 4)

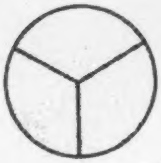
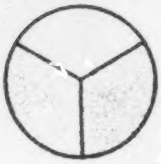
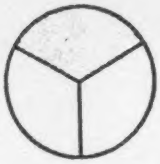
English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

1

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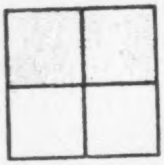
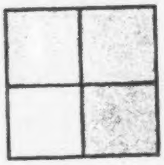
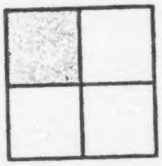

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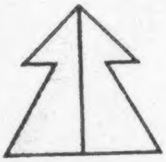
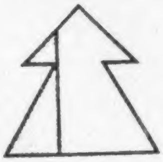
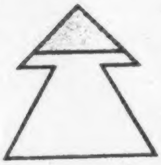

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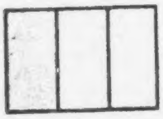
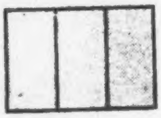
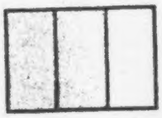

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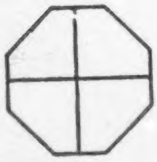
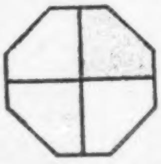
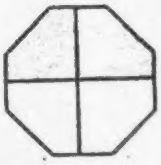




English Criterion Reference Test

Math

Objective M 2.105

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the figures. Find the one that is 1/3 shaded. Draw a circle around the figure that is 1/3 shaded.

Item 2 SAY: Find Number 2. Look at the figures. Draw a circle around the figure that is 3/4 shaded.

Item 3 SAY: Find Number 3. Look at the figures. Draw a circle around the figure that is 1/2 shaded.

Item 4 SAY: Find Number 4. Look at the figures. Draw a circle around the figure that is 2/3 shaded.

Item 5 SAY: Find Number 5. Look at the figures. Draw a circle around the figure that is 1/4 shaded.

English Criterion Reference Test

Math

NAME ________________________________

DATE ________________________________

M 2.206

Given a series of number combinations (basic facts), from 0 to 18, in written form, the student will be able to solve any combinations such as 9 − 4 or 18 − 5. (Criterion 4)

1	$\begin{array}{r} 17 \\ -\ 3 \\ \hline \end{array}$	14	10	11
2	9 − 5 = ___	4	14	15
3	$\begin{array}{r} 17 \\ -\ 5 \\ \hline \end{array}$	11	12	14
4	11 − 7 = ___	4	16	18
5	16 − 9 = ___	7	8	10

English Criterion Reference Test
Math

Objective M 2.206

DIRECTIONS

Item 1	SAY:	Find Number 1. Look at the subtraction combination 17 - 3. Look at the numeral next to the combination. Find the numeral that is the difference of 17 - 3. Draw a circle around that numeral.
Item 2	SAY:	Find Number 2. Find the numeral that is the difference of 9 - 5. Draw a circle around that numeral.
Item 3	SAY:	Find Number 3. Find the numeral that is the difference of 17 - 5. Draw a circle around that numeral.
Item 4	SAY:	Find Number 4. Find the numeral that is the difference of 11 - 7. Draw a circle around that numeral.
Item 5	SAY:	Find Number 5. Find the numeral that is the difference of 16 - 9. Draw a circle around that numeral.

M 2.207

The student will be able to write any numeral from 0 to 999.

(criterion 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

English Criterion Reference Test

Math

Objective M 2.207

DIRECTIONS

Item 1 SAY: Find Number 1. Look at the empty line next to it. On that line write the numeral I say: *46*. Write the numeral *46*.

Item 2 SAY: Find Number 2. Listen to this number: *237*. Write the numeral *237*.

Item 3 SAY: Find Number 3. Listen to this number: *508*. Write the numeral *508*.

Item 4 SAY: Find Number 4. Listen to this number: *767*. Write the numeral *767*.

Item 5 SAY: Find Number 5. Listen to this number: *910*. Write the numeral *910*.

M 2.208
Given a word problem in addition or subtraction the student will be able to solve it.
(Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

1

1 5 6

2

7 8 12

3

12 18 20

4

2 3 4

5

9 10 25

English Criterion Reference Test

Math

Objective M 2.208

DIRECTIONS

SAY: Listen carefully to each word problem that I read to you. After I finish, solve each problem and draw a circle around the answer that you choose. [*Read each problem twice.*]

Item 1 SAY: Find Number 1. If Mary has 3 brothers and 2 sisters, how many brothers and sisters does she have altogether? Draw a circle around the answer you choose.

Item 2 SAY: Find Number 2. On a hike Carlos collected 10 rocks. On the way home he lost 2 of them. How many rocks did he have left? Draw a circle around the answer you choose.

Item 3 SAY: Find Number 3. John had 15 comic books. He gave 3 of them to a friend. How many comic books did John have left? Draw a circle around the answer you choose.

Item 4 SAY: Find Number 4. Sarah has 1 rabbit, 2 goldfish, and 1 turtle as her pets. How many pets does she have altogether? Draw a circle around the answer you choose.

Item 5 SAY: Find Number 5. There were 17 children playing a game of tag. Eight of them stopped playing. How many children were left playing tag? Draw a circle around the answer you choose.

M 2.209

Given a problem in addition with place values of hundreds, tens, and ones in vertical format, the student will be able to solve the problem.

(criterion 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

1
$$\begin{array}{r} 136 \\ +\ 22 \\ \hline \end{array}$$

2
$$\begin{array}{r} 300 \\ 21 \\ +\ \ 8 \\ \hline \end{array}$$

3
$$\begin{array}{r} 103 \\ +215 \\ \hline \end{array}$$

4
$$\begin{array}{r} 256 \\ 30 \\ +\ 13 \\ \hline \end{array}$$

5
$$\begin{array}{r} 452 \\ +321 \\ \hline \end{array}$$

DIRECTIONS

Items 1-5 SAY: Look at the addition problems in Numbers 1-5. Work each problem and write the sum below it.

M 3.101
Given a three-digit number, the student will be able to identify the place value of each place.
(Criterion 4)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

DIRECTIONS: Look at each numeral below. Find another name for the numeral. Fill in the space that shows the answer you choose.

1

327

Ⓐ 3 hundreds, 2 tens, 7 ones

Ⓑ 3 hundreds, 20 tens, 7 ones

Ⓒ 3 thousands, 2 hundreds, 7 tens

2

803

Ⓐ 8 hundreds, 0 tens, 3 ones

Ⓑ 80 hundreds, 0 tens, 3 ones

Ⓒ 8 hundreds, 10 tens, 13 ones

3

201

Ⓐ 2 hundreds, 0 tens, 1 one

Ⓑ 20 hundreds, 10 tens, 11 ones

Ⓒ 2 thousands, 0 hundreds, 1 ten

4

919

Ⓐ 9 hundreds, 1 ten, 9 ones

Ⓑ 9 thousands, 10 tens, 9 ones

Ⓒ 91 hundreds, 19 tens, 0 ones

5

546

Ⓐ 5 hundreds, 4 tens, 6 ones

Ⓑ 50 hundreds, 4 tens, 6 ones

Ⓒ 5 thousands, 40 hundreds, 6 ten

M 3.102

Given a subtraction equation in which zero is the missing addend, the student will be able to solve the equation. (Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Look at the subtraction problems. Find the difference. Fill in the space that shows the answer you choose.

1	37 - ☐ = 37	Ⓐ 0	Ⓑ 30	Ⓒ 37
2	88 - ☐ = 88	Ⓐ 0	Ⓑ 88	Ⓒ 89
3	116 - ☐ = 116	Ⓐ 0	Ⓑ 106	Ⓒ 116
4	792 - ☐ = 792	Ⓐ 0	Ⓑ 791	Ⓒ 792
5	69 - ☐ = 69	Ⓐ 0	Ⓑ 69	Ⓒ 70

M 3.103
Given one, two or three place problems using zero as a place holder, the student will be able to complete the operation. (Criterion 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Look at the addition and subtraction problems. Add or subtract the numbers in each problem as the sign tells you. Fill in the space that shows the answer you choose.

1

$$\begin{array}{r} 20 \\ +\ 15 \\ \hline \end{array}$$

Ⓐ 45
Ⓑ 35
Ⓒ 20

2

$$\begin{array}{r} 482 \\ -\ 30 \\ \hline \end{array}$$

Ⓐ 452
Ⓑ 460
Ⓒ 352

3

$$\begin{array}{r} 560 \\ +\ 38 \\ \hline \end{array}$$

Ⓐ 588
Ⓑ 538
Ⓒ 598

4

$$\begin{array}{r} 347 \\ -\ 201 \\ \hline \end{array}$$

Ⓐ 105
Ⓑ 146
Ⓒ 248

5

$$\begin{array}{r} 580 \\ +\ 306 \\ \hline \end{array}$$

Ⓐ 886
Ⓑ 286
Ⓒ 980

M 3.204
Given a two-place subtraction problem with regrouping, the student will be able to identify the difference.
(Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Look at each subtraction problem. Find the difference. Fill in the space that shows the answer you choose.

1	31 - 15	Ⓐ 15	Ⓑ 16	Ⓒ 46
2	72 - 18	Ⓐ 53	Ⓑ 54	Ⓒ 64
3	80 - 67	Ⓐ 13	Ⓑ 23	Ⓒ 33
4	57 - 29	Ⓐ 26	Ⓑ 27	Ⓒ 28
5	93 - 76	Ⓐ 17	Ⓑ 26	Ⓒ 27

M 3.205

Given multiplication equations with the missing factor, one, the identity element, the student will be able to solve the problem.
(Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Look at the number sentence. Find the numeral that makes the number sentence true. Fill in the space that shows the answer you choose.

1	$7 \times \square = 7$	Ⓐ 0	Ⓑ 1	Ⓒ 7
2	$\frac{1}{16} \times \square = \frac{1}{16}$	Ⓐ 0	Ⓑ $\frac{1}{16}$	Ⓒ 1
3	$\frac{3}{25} \times \square = \frac{3}{25}$	Ⓐ $\frac{3}{25}$	Ⓑ 1	Ⓒ 25
4	$30 \times \square = 30$	Ⓐ 0	Ⓑ 1	Ⓒ 30
5	$84 = \square \times 84$	Ⓐ 0	Ⓑ 1	Ⓒ 84

M 3.206

Given any two factors in multiplication such as 2 and 6, the student will be able to identify the factors renamed as the product 12. (Criterion 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Look at the sets of factors. Find another name for the factors. Fill in the space that shows the answer you choose.

1 6 × 2 Ⓐ 10 Ⓑ 12 Ⓒ 14

2 3 × 7 Ⓐ 10 Ⓑ 21 Ⓒ 24

3 8 × 4 Ⓐ 12 Ⓑ 28 Ⓒ 32

4 5 × 5 Ⓐ 25 Ⓑ 30 Ⓒ 35

5 4 × 6 Ⓐ 20 Ⓑ 24 Ⓒ 28

M 3.207

The student will be able to add columns of three digit numbers with regrouping. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

DIRECTIONS: Look at the addition problems. Find the sum. Fill in the space that shows the answer you choose.

1	129 +265	Ⓐ 389	Ⓑ 394	Ⓒ 494
2	738 +471	Ⓐ 1209	Ⓑ 1210	Ⓒ 1220
3	387 +546	Ⓐ 923	Ⓑ 933	Ⓒ 943
4	513 +399	Ⓐ 812	Ⓑ 912	Ⓒ 914
5	268 135 +423	Ⓐ 716	Ⓑ 816	Ⓒ 826

M 3.208

Given addition problems involving fractions with equal denominators, the student will be able to add to sums less than one. (Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Look at the number sentences. The box in each one shows that there is a missing numeral. Look at the numerals beside each number sentence. Fill in the space that shows the answer you choose.

1	$\frac{2}{4} + \frac{1}{4} = \square$	Ⓐ $\frac{1}{4}$	Ⓑ $\frac{3}{8}$	Ⓒ $\frac{3}{4}$
2	$\frac{3}{7} + \frac{1}{7} = \square$	Ⓐ $\frac{2}{7}$	Ⓑ $\frac{4}{7}$	Ⓒ $\frac{5}{7}$
3	$\frac{4}{9} + \frac{4}{9} = \square$	Ⓐ $\frac{4}{18}$	Ⓑ $\frac{8}{18}$	Ⓒ $\frac{8}{9}$
4	$\frac{1}{5} + \frac{1}{5} + \frac{2}{5} = \square$	Ⓐ $\frac{4}{15}$	Ⓑ $\frac{3}{5}$	Ⓒ $\frac{4}{5}$
5	$\frac{2}{11} + \frac{6}{11} + \frac{1}{11} = \square$	Ⓐ $\frac{8}{11}$	Ⓑ $\frac{9}{11}$	Ⓒ $\frac{10}{11}$

M 4.101

Given a numeral, the student will be able to identify an expression which is another name for the numeral.
(Criterion: 4)

English Criterion Reference Test
Math

NAME ________________________________

DATE ________________________________

DIRECTIONS: Read each numeral. Find another way to name that number. Fill in the space that shows the answer you choose.

1

10 =

Ⓐ 9 × 1 Ⓑ 3 + 7 Ⓒ $\begin{array}{r}10\\-\ 4\\\hline\end{array}$ Ⓓ 20 ÷ 5

2

8 =

Ⓐ $3\overline{)24}$ Ⓑ 6 + 3 Ⓒ 2 × 5 Ⓓ 15 − 8

3

13 =

Ⓐ $\begin{array}{r}3\\+\ 11\\\hline\end{array}$ Ⓑ thirty Ⓒ 15 − 2 Ⓓ 12 × 1

4

6 =

Ⓐ 16 − 9 Ⓑ 6 × 1 Ⓒ $6\overline{)24}$ Ⓓ 6 + 6

5

14 =

Ⓐ 7 × 3 Ⓑ $\begin{array}{r}8\\+\ 8\\\hline\end{array}$ Ⓒ 20 − 7 Ⓓ fourteen

M 4.102
Given an equation with two addends, the student will be able to indicate knowledge of the commutative property by identifying an expression in which the addends have been reversed.
(Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each number sentence. Two addends are missing. Find the pair of addends which make the sentence true according to the commutative property of addition. Fill in the space that shows the answer you choose.

1

8 + 2 = □ + □

Ⓐ 5 + 5   Ⓑ 2 + 8   Ⓒ 7 + 3   Ⓓ 9 + 1

2

12 + 7 = □ + □

Ⓐ 12 + 6   Ⓑ 10 + 9   Ⓒ 7 + 12   Ⓓ 4 + 15

3

□ + □ = 11 + 9

Ⓐ 10 + 10   Ⓑ 15 + 5   Ⓒ 8 + 13   Ⓓ 9 + 11

4

25 + 14 = □ + □

Ⓐ 19 + 20   Ⓑ 13 + 16   Ⓒ 14 + 25   Ⓓ 30 + 9

5

□ + □ = 14 + 0

Ⓐ 0 + 14   Ⓑ 7 + 7   Ⓒ 8 + 6   Ⓓ 14 + 1

M 4.103 The student will be able to subtract a three-digit whole number from a three-digit whole number with regrouping. (Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Read each subtraction problem below. Subtract the numbers in each one and find the difference. Fill in the space that shows the answer you choose.

1

364
-158

Ⓐ 106 Ⓑ 116 Ⓒ 206 Ⓓ 216

2

546
-453

Ⓐ 83 Ⓑ 93 Ⓒ 183 Ⓓ 193

3

832
-568

Ⓐ 264 Ⓑ 274 Ⓒ 364 Ⓓ 374

4

605
-249

Ⓐ 256 Ⓑ 356 Ⓒ 366 Ⓓ 466

5

700
-583

Ⓐ 117 Ⓑ 217 Ⓒ 227 Ⓓ 283

M 4.104

Given a four-digit number, the student will be able to identify the place value of any of the digits. (Criterion 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read Items 1–5. Fill in the space that shows the answer you choose.

1

Which digit is in the hundreds place in 1245?

Ⓐ 1 Ⓑ 2 Ⓒ 4 Ⓓ 5

2

What is the value of the underlined digit in 6754?

Ⓐ 6 Ⓑ 60 Ⓒ 600 Ⓓ 6000

3

What is the value of the underlined digit in 8327?

Ⓐ 2 Ⓑ 20 Ⓒ 200 Ⓓ 2000

4

Which digit is in the thousands place in 5837?

Ⓐ 3 Ⓑ 5 Ⓒ 7 Ⓓ 8

5

What is the value of the underlined digit in 9786?

Ⓐ 7 Ⓑ 70 Ⓒ 700 Ⓓ 7000

M 4.205
The student will be able to multiply a two-digit whole number by a two-digit whole number. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each multiplication problem. Multiply the numbers and find the product. Fill in the space that shows the answer you choose.

1

$$\begin{array}{r} 23 \\ \times\ 15 \\ \hline \end{array}$$

Ⓐ 138   Ⓑ 330   Ⓒ 335   Ⓓ 345

2

$$\begin{array}{r} 46 \\ \times\ 34 \\ \hline \end{array}$$

Ⓐ 1,446   Ⓑ 1,464   Ⓒ 1,546   Ⓓ 1,564

3

$$\begin{array}{r} 60 \\ \times\ 58 \\ \hline \end{array}$$

Ⓐ 3,370   Ⓑ 3,480   Ⓒ 3,800   Ⓓ 3,840

4

$$\begin{array}{r} 98 \\ \times\ 42 \\ \hline \end{array}$$

Ⓐ 4,016   Ⓑ 4,106   Ⓒ 4,116   Ⓓ 4,126

5

$$\begin{array}{r} 65 \\ \times\ 87 \\ \hline \end{array}$$

Ⓐ 5,655   Ⓑ 5,650   Ⓒ 5,755   Ⓓ 5,705

M 4.206

Given two factors with one factor greater than 100, the student will be able to find the product. (Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Read each multiplication problem. Multiply the numbers and find the product. Fill in the space that shows the answer you choose.

1

$$\begin{array}{r} 238 \\ \times\ 9 \\ \hline \end{array}$$

Ⓐ 2,072 Ⓑ 2,133 Ⓒ 2,142 Ⓓ 2,151

2

$$\begin{array}{r} 114 \\ \times\ 25 \\ \hline \end{array}$$

Ⓐ 798 Ⓑ 2,740 Ⓒ 2,750 Ⓓ 2,850

3

$$\begin{array}{r} 508 \\ \times\ 37 \\ \hline \end{array}$$

Ⓐ 18,796 Ⓑ 18,800 Ⓒ 18,806 Ⓓ 21,046

4

$$\begin{array}{r} 473 \\ \times\ 56 \\ \hline \end{array}$$

Ⓐ 25,388 Ⓑ 25,488 Ⓒ 26,378 Ⓓ 26,488

5

$$\begin{array}{r} 892 \\ \times\ 67 \\ \hline \end{array}$$

Ⓐ 11,596 Ⓑ 59,764 Ⓒ 60,764 Ⓓ 60,784

M 4.207

Given a word problem, the student will be able to identify the operation or operations that can be used to solve the problem. (Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Read each word problem. Decide which operation or operations are needed to solve the problem. Fill in the space that shows the answer you choose.

---

1 Mark bought a book for $ .59. He had $2.00. To find out how much change he got, you can

Ⓐ add Ⓑ subtract Ⓒ multiply Ⓓ divide

---

2 Jack and Anna each made 5 dozen cookies. They each took 2 dozen to school for a party. To find out how many dozen cookies they left at home, you can

Ⓐ add and multiply Ⓑ subtract and divide Ⓒ multiply and divide Ⓓ multiply and subtract

---

3 Judd had 4 books and got 2 more for his birthday. He gave one of them to his brother. To find out how many books he had left, you can

Ⓐ add and divide Ⓑ add and subtract Ⓒ divide and multiply Ⓓ multiply and subtract

---

4 Donna had 45¢. She spent 30¢ for lunch. Her sister gave her 10¢. To find out how much money she had in the end, you can

Ⓐ divide and add Ⓑ subtract and add Ⓒ divide and multiply Ⓓ subtract and multiply

---

5 Mr. Saunders bought ice cream bars for his 5 children. The ice cream bars were 3 for 24¢. To find out how much he had to pay, you can

Ⓐ add and multiply Ⓑ add and subtract Ⓒ divide and multiply Ⓓ multiply and subtract

M 4.208
The student will be able to add two or more five-digit whole numbers with regrouping.
(Criterion 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each addition problem below. Add the numbers in each one and find the sum. Fill in the space that shows the answer you choose.

1

43,265
+ 36,854

Ⓐ 6,411 Ⓑ 70,129 Ⓒ 80,119 Ⓓ 801,129

2

29,642
+ 83,869

Ⓐ 102,401 Ⓑ 113,511 Ⓒ 114,501 Ⓓ 114,511

3

32,451
16,803
+ 47,268

Ⓐ 96,522 Ⓑ 96,621 Ⓒ 97,522 Ⓓ 97,622

4

56,328
28,412
+ 91,706

Ⓐ 175,436 Ⓑ 175,446 Ⓒ 176,436 Ⓓ 176,446

5

46,378
10,912
91,634
+ 72,557

Ⓐ 219,481 Ⓑ 220,471 Ⓒ 221,481 Ⓓ 229,471

M 5.101
The student will be able to subtract a four-digit whole number from a four-digit whole number with regrouping. (Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Look at each subtraction problem. Subtract the numbers and find the difference. Fill in the space that shows the answer you choose.

1

3,105
− 2,748

Ⓐ 357 Ⓑ 457 Ⓒ 1,357 Ⓓ 1,457

2

6,325
− 4,816

Ⓐ 1,409 Ⓑ 1,419 Ⓒ 1,509 Ⓓ 2,509

3

6,878
− 4,469

Ⓐ 2,400 Ⓑ 2,407 Ⓒ 2,409 Ⓓ 2,419

4

8,326
− 1,492

Ⓐ 734 Ⓑ 6,834 Ⓒ 6,844 Ⓓ 7,834

5

7,500
− 4,653

Ⓐ 2,800 Ⓑ 2,843 Ⓒ 2,847 Ⓓ 2,957

M 5.102

Given a subtraction problem of mixed decimals with regrouping, the student will be able to identify the difference. (Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Read each subtraction problem. Subtract each one and find the difference. Fill in the space that shows the answer you choose.

1

$$\begin{array}{r} 8.7 \\ -\ 2.9 \\ \hline \end{array}$$

Ⓐ 5.6 Ⓑ 5.8 Ⓒ 6.7 Ⓓ 56

2

$$\begin{array}{r} 4.30 \\ -\ 2.72 \\ \hline \end{array}$$

Ⓐ 1.48 Ⓑ 1.58 Ⓒ 1.68 Ⓓ 2.68

3

$$\begin{array}{r} 86.0 \\ -\ 8.4 \\ \hline \end{array}$$

Ⓐ 7.86 Ⓑ 77.6 Ⓒ 78.4 Ⓓ 78.6

4

$$\begin{array}{r} 672.43 \\ -\ 539.87 \\ \hline \end{array}$$

Ⓐ 32.56 Ⓑ 123.56 Ⓒ 132.46 Ⓓ 132.56

5

$$\begin{array}{r} 156.05 \\ -\ 73.29 \\ \hline \end{array}$$

Ⓐ 72.76 Ⓑ 73.76 Ⓒ 82.76 Ⓓ 82.84

M 5.103

Given data on a graph (bar, circle, linear), the student will be able to answer questions about the information presented. (Criterion: 4)

English Criterion Reference Test

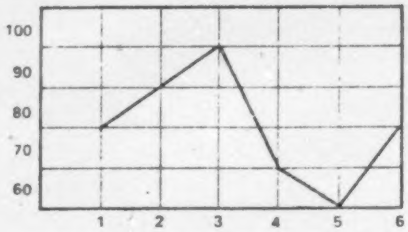
Math

NAME ______________________

DATE ______________________

DIRECTIONS: Use the information on each graph to answer the question beside it.
Fill in the space that shows the answer you choose.

1



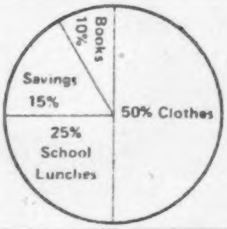
Fred's Spelling Test Scores

How many times did Fred score a grade of 80 on his spelling tests?

Ⓐ 0 Ⓑ 1

Ⓒ 2 Ⓓ 3

2



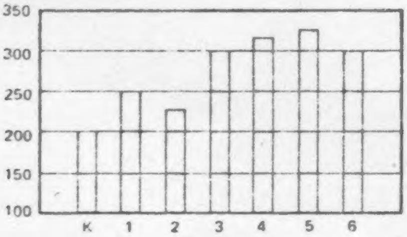
Ted's Newspaper Route Earnings

What percent of his earnings did Ted use for his school lunches?

Ⓐ 10% Ⓑ 15%

Ⓒ 25% Ⓓ 50%

3



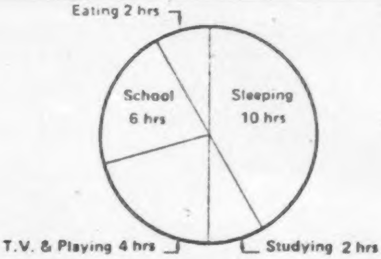
Enrollment of Grove School

What is the least number of students in any grade at Grove School?

Ⓐ 100 Ⓑ 150

Ⓒ 200 Ⓓ 325

4



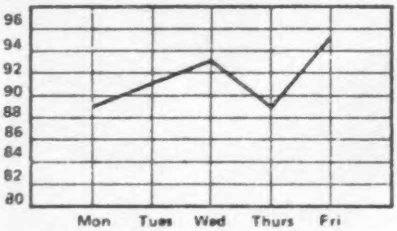
How Ann Spends Her Day

How many hours each day does Ann spend studying?

Ⓐ 2 Ⓑ 4

Ⓒ 6 Ⓓ 10

5



Weekly Temperatures

On what two days did the temperature read the same?

Ⓐ Mon. and Fri. Ⓑ Wed. and Thurs.

Ⓒ Tues. and Thurs. Ⓓ Mon. and Thurs.

M 5.20

The student will be able to divide a five-digit numeral by a five-digit numeral. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

DIRECTIONS: Read each division problem. Divide the numbers and find the quotient. Fill in the space that shows the answer you choose.

1

$23\overline{)24{,}702}$

Ⓐ 1,054 Ⓑ 1,064 Ⓒ 1,074 Ⓓ 1,174

2

$20\overline{)83{,}240}$

Ⓐ 4,160 Ⓑ 4,162 Ⓒ 5,160 Ⓓ 5,162

3

$19\overline{)49{,}939}$

Ⓐ 2,581 Ⓑ 2,628 R 7 Ⓒ 2,682 R 7 Ⓓ 2,718

4

$13\overline{)58{,}845}$

Ⓐ 4,520 R 6 Ⓑ 4,526 R 7 Ⓒ 4,636 R 7 Ⓓ 4,636

5

$31\overline{)82{,}843}$

Ⓐ 2,670 Ⓑ 2,672 Ⓒ 2,672 R 11 Ⓓ 2,682 R 11

M 5.205

Given a division problem with a two-digit divisor and three-digit dividend with zero as a digit in each, the student will be able to identify the quotient. (Criterion: 1)

English Criterion Reference Test

Math

NAME ________________________________

DATE ________________________________

DIRECTIONS: Read each division problem. Divide the numbers and find the quotient. **Fill in the space that shows the answer you choose.**

1

$40\overline{)\,320}$

Ⓐ 8 Ⓑ 9 Ⓒ 18 Ⓓ 80

2

$70\overline{)\,840}$

Ⓐ 10 Ⓑ 12 Ⓒ 20 Ⓓ 120

3

$90\overline{)\,630}$

Ⓐ 7 Ⓑ 17 Ⓒ 70 Ⓓ 700

4

$50\overline{)\,650}$

Ⓐ 10 Ⓑ 11 Ⓒ 13 Ⓓ 15

5

$60\overline{)\,960}$

Ⓐ 15 Ⓑ 16 Ⓒ 106 Ⓓ 160

M 5.206

Given an addition and/or a subtraction problem of unlike mixed fractions, the student will be able to compute the sum and/or the difference and identify it in simplest terms.
(Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each problem below. Add or subtract the numbers as the sign shows. Reduce each answer to lowest terms. **Fill in the space that shows the answer you choose.**

1

$$1\frac{2}{3} + 2\frac{1}{6}$$

Ⓐ $3\frac{7}{9}$ Ⓑ $3\frac{5}{6}$ Ⓒ $3\frac{11}{12}$ Ⓓ $4\frac{2}{3}$

2

$$5\frac{3}{4} - 3\frac{2}{5}$$

Ⓐ $1\frac{7}{20}$ Ⓑ $2\frac{7}{20}$ Ⓒ $2\frac{4}{10}$ Ⓓ $2\frac{4}{5}$

3

$$5\frac{1}{6} + 4\frac{5}{8}$$

Ⓐ $9\frac{25}{48}$ Ⓑ $9\frac{2}{3}$ Ⓒ $9\frac{19}{24}$ Ⓓ $9\frac{11}{12}$

4

$$10\frac{13}{15} - 8\frac{7}{10}$$

Ⓐ $2\frac{1}{6}$ Ⓑ $2\frac{1}{5}$ Ⓒ $2\frac{6}{15}$ Ⓓ $2\frac{65}{150}$

$$17\frac{4}{7} + 21\frac{3}{8}$$

Ⓐ $38\frac{1}{8}$ Ⓑ $38\frac{3}{7}$ Ⓒ $38\frac{3}{5}$ Ⓓ $38\frac{53}{56}$

M 5.207

Given a multiplication problem composed of two factors which are reciprocals, the student will be able to identify the product. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each multiplication problem. Multiply the factors. Reduce the answer to lowest terms. **Fill in the space that shows the answer you choose.**

1

$\frac{1}{4} \times \frac{4}{1} = \square$

Ⓐ $\frac{1}{4}$ Ⓑ 1 Ⓒ 4 Ⓓ $4\frac{1}{4}$

2

$\square = \frac{8}{9} \times \frac{9}{8}$

Ⓐ 1 Ⓑ $1\frac{8}{9}$ Ⓒ 89 Ⓓ 98

3

$\frac{4}{7} \times \frac{7}{4} = \square$

Ⓐ $\frac{4}{7}$ Ⓑ 1 Ⓒ $1\frac{3}{7}$ Ⓓ 47

4

$\frac{9}{16} \times \frac{16}{9} = \square$

Ⓐ $\frac{9}{16}$ Ⓑ $\frac{15}{16}$ Ⓒ 1 Ⓓ $1\frac{7}{9}$

5

$\square = \frac{14}{25} \times \frac{25}{14}$

Ⓐ $\frac{1}{2}$ Ⓑ $\frac{14}{25}$ Ⓒ $\frac{4}{5}$ Ⓓ 1

M 5.208

Given simple fractions to divide, the student will be able to divide them by using reciprocals. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

DIRECTIONS: Read each division problem. Divide the numbers and reduce the answer to lowest terms. **Fill in the space that shows the answer you choose.**

1

$\square = \frac{1}{6} \div \frac{4}{9}$

Ⓐ $\frac{1}{9}$ Ⓑ $\frac{3}{8}$ Ⓒ $\frac{1}{2}$ Ⓓ $\frac{3}{4}$

2

$\frac{1}{8} \div \frac{4}{5} = \square$

Ⓐ $\frac{1}{10}$ Ⓑ $\frac{1}{8}$ Ⓒ $\frac{5}{24}$ Ⓓ $\frac{5}{32}$

3

$\square = \frac{6}{7} \div \frac{3}{8}$

Ⓐ $\frac{9}{28}$ Ⓑ $1\frac{20}{21}$ Ⓒ $2\frac{1}{7}$ Ⓓ $2\frac{2}{7}$

4

$\square = \frac{4}{9} \div \frac{3}{4}$

Ⓐ $\frac{1}{3}$ Ⓑ $\frac{8}{27}$ Ⓒ $\frac{16}{27}$ Ⓓ $\frac{8}{9}$

5

$\frac{3}{5} \div \frac{2}{3} = \square$

Ⓐ $\frac{2}{5}$ Ⓑ $\frac{8}{15}$ Ⓒ $\frac{9}{10}$ Ⓓ $1\frac{1}{3}$

M 5.209
The student will be able to divide a fraction by a whole number. (Criterion 4)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

DIRECTIONS: Read each number sentence. The empty box shows that one of the numerals is missing. Find the missing numeral. **Fill in the space that shows the answer you choose.**

1

$14 \div \frac{1}{2} = \square$ Ⓐ 2 Ⓑ 7 Ⓒ 14 Ⓓ 28

2

$8 \div \frac{4}{5} = \square$ Ⓐ $\frac{2}{5}$ Ⓑ $8\frac{2}{5}$ Ⓒ 10 Ⓓ 12

3

$5 \div \frac{4}{9} = \square$ Ⓐ $2\frac{2}{9}$ Ⓑ $10\frac{1}{4}$ Ⓒ $11\frac{1}{4}$ Ⓓ $11\frac{1}{2}$

4

$21 \div \frac{3}{7} = \square$ Ⓐ 9 Ⓑ 49 Ⓒ 63 Ⓓ 147

5

$9 \div \frac{6}{7} = \square$ Ⓐ $6\frac{3}{7}$ Ⓑ $10\frac{1}{2}$ Ⓒ 11 Ⓓ $11\frac{2}{7}$

M 5.210
Given a word problem involving fractions, the student will be able to solve it.
(Criterion 4)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

DIRECTIONS: Read each word problem. Solve the problem. **Fill in the space that shows the answer you choose.**

1

If there are four quarts in a gallon, how many quarts are in $\frac{3}{4}$ of a gallon?

Ⓐ 1 quart Ⓑ 3 quarts Ⓒ 4 quarts Ⓓ 5 quarts

2

Charles weighs $\frac{1}{3}$ as much as his father. His father weighs 165 pounds. How much does Charles weigh?

Ⓐ 50 pounds Ⓑ 55 pounds Ⓒ 65 pounds Ⓓ 100 pounds

3

Maria earned ten dollars. She saved $\frac{1}{2}$ of this money. How much did Maria save?

Ⓐ \$2.00 Ⓑ \$5.00 Ⓒ \$10.00 Ⓓ \$20.00

4

The cook needs $\frac{1}{3}$ cup of sugar for each quart of fruit drink. How much sugar does he need for 15 quarts of fruit drink?

Ⓐ 5 cups Ⓑ 10 cups Ⓒ 30 cups Ⓓ 45 cups

5

The fifth graders have science class five times a week. Science class meets $\frac{3}{4}$ of an hour each day. How many hours each week do the fifth graders have science?

Ⓐ $2\frac{3}{4}$ hours Ⓑ 3 hours Ⓒ $3\frac{3}{4}$ hours Ⓓ 4 hours

M 6.101 The student will be able to multiply a four-digit whole number by a three-digit whole number. (Criterion: 4)

English Criterion Reference Test

Math

NAME ____________________

DATE ____________________

DIRECTIONS: Read each multiplication problem. Multiply the numbers and find the product. Fill in the space that shows the answer you choose.

1

2,453
× 132

Ⓐ 14,717 Ⓑ 322,796 Ⓒ 323,696 Ⓓ 323,796

2

1,695
× 217

Ⓐ 358,715 Ⓑ 367,715 Ⓒ 367,815 Ⓓ 368,815

3

3,574
× 350

Ⓐ 189,422 Ⓑ 285,920 Ⓒ 585,920 Ⓓ 1,250,900

4

6,743
× 506

Ⓐ 74,173 Ⓑ 377,608 Ⓒ 3,411,958 Ⓓ 3,421,958

5

9,381
× 827

Ⓐ 7,758,087 Ⓑ 7,758,097 Ⓒ 7,758,107 Ⓓ 7,858,097

M 6.102

Given three common fractions, the student will be able to perform column addition with fractions having like denominators. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each addition problem and find the sum. Fill in the space that shows the answer you choose.

1

$$\begin{array}{r} \frac{2}{7} \\ \frac{3}{7} \\ + \frac{1}{7} \\ \hline \end{array}$$

Ⓐ $\frac{5}{7}$ Ⓑ $\frac{6}{7}$ Ⓒ 1 Ⓓ $1\frac{2}{21}$

2

$$\begin{array}{r} \frac{1}{3} \\ \frac{2}{3} \\ + \frac{1}{3} \\ \hline \end{array}$$

Ⓐ $\frac{4}{9}$ Ⓑ 1 Ⓒ $1\frac{1}{3}$ Ⓓ $1\frac{2}{3}$

3

$$\begin{array}{r} \frac{5}{8} \\ \frac{3}{8} \\ + \frac{7}{8} \\ \hline \end{array}$$

Ⓐ $1\frac{7}{8}$ Ⓑ 2 Ⓒ $2\frac{1}{8}$ Ⓓ $2\frac{5}{24}$

4

$$\begin{array}{r} \frac{2}{5} \\ \frac{1}{5} \\ + \frac{2}{5} \\ \hline \end{array}$$

Ⓐ $\frac{1}{3}$ Ⓑ 1 Ⓒ $1\frac{1}{3}$ Ⓓ $1\frac{1}{5}$

English Criterion Reference Test

Math

M 6.102

5. $$\begin{array}{r} \frac{2}{6} \\ \frac{1}{6} \\ + \quad \frac{3}{6} \\ \hline \end{array}$$

Ⓐ $\frac{5}{6}$ Ⓑ 1 Ⓒ $1\frac{1}{6}$ Ⓓ $\frac{7}{8}$

M 6.203

Given a mixed fractional division problem with unlike denominators, the student will be able to divide a mixed number by a mixed number. (Criterion: 4)

English Criterion Reference Test

Math

NAME ______________ ______________________

DATE ________________________________

DIRECTIONS: Read each number sentence. The empty box shows that one of the numerals is missing. Find the missing numeral. Fill in the space that shows the answer you choose.

1

$1\frac{2}{3} \div 1\frac{1}{2} = \square$ Ⓐ $1\frac{1}{9}$ Ⓑ $1\frac{2}{3}$ Ⓒ $1\frac{1}{6}$ Ⓓ $2\frac{1}{2}$

2

$6\frac{1}{8} \div 1\frac{3}{4} = \square$ Ⓐ $2\frac{1}{2}$ Ⓑ 3 Ⓒ $3\frac{1}{8}$ Ⓓ $3\frac{1}{2}$

3

$4\frac{1}{6} \div 2\frac{1}{12} = \square$ Ⓐ $\frac{1}{2}$ Ⓑ 1 Ⓒ 2 Ⓓ $2\frac{1}{2}$

4

$2\frac{4}{9} \div 2\frac{3}{4} = \square$ Ⓐ $\frac{8}{9}$ Ⓑ $\frac{4}{5}$ Ⓒ $1\frac{1}{8}$ Ⓓ $1\frac{1}{9}$

5

$12\frac{1}{2} \div 16\frac{2}{3} = \square$ Ⓐ $\frac{1}{3}$ Ⓑ $\frac{3}{4}$ Ⓒ $1\frac{1}{2}$ Ⓓ $2\frac{2}{3}$

M 6.204
Given the price of a dozen objects, the student will be able to determine the cost of a certain number of objects. (Criterion: 1)

English Criterion Reference Test

Math

NAME ______________________

DATE ______________________

DIRECTIONS: Read each word problem. Solve the problem. Fill in the space that shows the answer you choose.

1

If 1 dozen eggs cost $.48, how much would 3 eggs cost?

Ⓐ $.03 Ⓑ $.06 Ⓒ $.12 Ⓓ $.15

2

If a dozen pieces of candy cost $.60, how much would 5 pieces of candy cost?

Ⓐ $.10 Ⓑ $.15 Ⓒ $.20 Ⓓ $.25

3

If a dozen rolls cost $.84, how much would 6 rolls cost?

Ⓐ $.28 Ⓑ $.35 Ⓒ $.42 Ⓓ $.56

4

If a dozen airplane models cost $12.00. how much would 3 models cost?

Ⓐ $2.00 Ⓑ $3.00 Ⓒ $6.00 Ⓓ $9.00

5

If a dozen books cost $18.00, how much would 4 books cost?

Ⓐ $3.00 Ⓑ $4.50 Ⓒ $6.00 Ⓓ $7.50